

**The California Community College Baccalaureate Degree Pilot Program:
A Case Study of Baccalaureate Degree Implementation**

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Abstract

The California Community College Baccalaureate Degree Pilot Program: A Case Study of Baccalaureate Degree Implementation

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This case study examined the implementation of a baccalaureate degree at Skyline Community College—one of the 15 California community colleges authorized to offer baccalaureate degrees established as part of a pilot program enacted by the California Legislature via Senate Bill 850 (2014). The study explored the policies and procedures in place at Skyline College to support the development and implementation of the baccalaureate degree, identified the challenges faced, and examined the leadership provided by senior management during the degree development and implementation using the lens of a design thinking model of change. The research methods used included semi-structured interviews, a focus group, direct observations, archival data and documentation. The study findings indicated that the college's success in offering upper division courses in the baccalaureate degree program in fall 2016 was due to Skyline College having a cohesive campus culture in which administrators, faculty, and staff have shared values and take ownership of change initiatives; and employees described feeling supported by leadership in everything they do. This college has undertaken many new initiatives over the years such that administrators and faculty have become adept at administering and adapting to change. The college's process for implementing change closely mirrors that of the design thinking model of change, including having a team approach to problem solving, viewing new initiatives such as the baccalaureate degree holistically to understand how they fit within the existing programs and services of the college, prototyping potential solutions, adapting to obstacles as they were encountered, and developing solutions to the college's problems. Recommendations resulting

from the study call for systemwide support for the continued study of the baccalaureate degrees at community colleges in California. In addition, data collection and evaluation efforts of the baccalaureate program at Skyline College need to align with the evaluation criteria contained in Senate Bill 850, which will be used by the Legislative Analyst's Office to evaluate the baccalaureate degree pilot program and to make recommendations to the California legislature on the continuation and/or expansion of the pilot program. Finally, community college leaders who may be considering implementing a baccalaureate degree at their college may find the promising practices identified in this study useful.

Signature page

Dedications

This work is dedicated to two people who have fundamentally shaped my life, one when I was a child and the other as an adult. When I was growing up, my mother modeled for me a tenacity and persistence that inspires me to this day. Her sheer determination to provide for herself and her children resulted in me having the opportunities I needed to get to where I am today, and for that I am truly grateful. And to my husband, Frederick, who supports me in everything I do and inspires me to believe I can do anything, thank you!

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CHAPTER 1: INTRODUCTION TO THE RESEARCH

Introduction to the Problem

There is a growing need for an educated workforce in the United States. This is necessary in order for the country to remain competitive in a global economy, and is driving an increased demand for access to higher education (Ruud, Bragg, & Townsend, 2010). Carnevale, Smith, and Strohl (2013) projected that by 2020, 47% of all jobs will require an associate's degree or above, with a bachelor's degree needed for 35% of all jobs by that year. In response to this nationwide need to increase baccalaureate degree attainment, as well as the need to meet workforce shortages and/or state-defined goals for degree attainment, states have been seeking cost effective solutions to increase degree attainment (Ruud et al., 2010). Twenty-one states have responded to these pressures, in part, by allowing their community colleges to offer 4-year degrees in at least some specific program areas (American Association of Community Colleges, 2015; Ruud et al., 2010).

Consistent with this trend, in 2014, the California state legislature approved a pilot program authorizing 15 community college districts to offer baccalaureate degrees (California State Senate Bill 850, 2014). The baccalaureate degree pilot program legislation charged the California Community Colleges Chancellor's Office (Chancellor's Office) with: (a) developing an application process for districts interested in participating in the pilot baccalaureate degree program; (b) evaluating the submitted applications; and (c) choosing the community college sites to offer the initial baccalaureate degree programs (California State Senate Bill 850, 2014). These 15 colleges were recommended for the pilot program by Chancellor's Office staff at the January 2015 Chancellor's Office Board of Governors meeting (California Community Colleges Chancellor's Office, 2015b). Twelve of the 15 pilot district applications received final approval

at the Board of Governors' March 2015 meeting, and three others received approval at the May 2015 meeting (California Community Colleges Chancellor's Office, 2015c, 2015d). One district withdrew its application between the January and March 2015 Board of Governors meetings, and was replaced by another district at the May 2015 meeting.

The California Community College (CCC) system is the largest system of public higher education in the United States, with one-fifth of the nation's community college enrollment (California Community Colleges Chancellor's Office, 2015e; Foundation for Community Colleges, 2015). Hence, the state of California has compelling educational and economic reasons to authorize community colleges to offer baccalaureate degrees. This is evidenced by the findings and declarations made by the California legislature in their approval of the 2014 legislation authorizing the CCC Baccalaureate Degree Pilot Program, including:

California needs to produce one million more baccalaureate degrees than the state currently produces to remain economically competitive in the coming decades...Community colleges can provide a quality baccalaureate education to their students, enabling place-bound local students and military veterans the opportunity to earn the baccalaureate degree needed for new job opportunities and promotion (California State Senate Bill 850, 2014, p. 2).

The 15 community colleges approved for participation in the baccalaureate degree pilot program are located in rural, urban, and suburban areas throughout California. The size of the participating colleges, as defined by the number of students served, ranges from small to large, as shown in Table 1. The baccalaureate programs to be offered at each college are equally diverse (e.g. Cypress College will be offering Mortuary Science while Santa Monica College will offer a baccalaureate degree in Interaction Design) as shown in Table 2.

Table 1

Colleges Approved to Participate in Pilot Program

College	City	Locale	Enrollment
Antelope Valley	Lancaster	Suburban	14,302
Bakersfield	Bakersfield	Urban	17,642
Cypress	Cypress	Suburban	15,229
Feather River	Quincy	Rural	1,624
Foothill	Los Altos	Suburban	13,041
Mira Costa	Oceanside	Suburban	16,015
Modesto	Modesto	Suburban	17,773
Rio Hondo	Whittier	Suburban	18,432
San Diego Mesa	San Diego	Urban	23,205
Santa Ana	Santa Ana	Urban	38,174
Santa Monica	Santa Monica	Urban	31,437
Shasta	Redding	Rural	8,957
Skyline	San Bruno	Suburban	9,853
Solano	Fairfield	Suburban	9,537
West Los Angeles	Culver City	Urban	9,410

Note: Source for this data is California Community Colleges Chancellor's Office (2015d, 2015e).

All but one of the 15 pilot districts was scheduled to begin offering the baccalaureate degree in fall 2016, with the remaining district being scheduled to begin in spring 2017 (Baccalaureate Degree Implementation Guidelines, 2015)

Statement of the Problem

The baccalaureate degree pilot program approved by the California legislature may ultimately result in increased access to higher education for California's students; however, since the California community colleges have not previously been authorized to offer and confer

baccalaureate degrees, effective practices for setting up and implementing the degrees have not yet been established.

Table 2

Colleges Approved to Participate in Pilot Program and Degree Offered

College	Offered degree
Antelope Valley	Airframe Manufacturing Technology
Bakersfield	Industrial Automation
Cypress	Mortuary Science
Feather River	Equine Industry
Foothill	Dental Hygiene
Mira Costa	Biomanufacturing
Modesto	Respiratory Care
Rio Hondo	Automotive Technology
San Diego Mesa	Health Information Management
Santa Ana	Occupational Studies
Santa Monica	Interaction Design
Shasta	Health Information Management
Skyline	Respiratory Therapy
Solano	Biomanufacturing
West Los Angeles	Dental Hygiene

Note: Source for this data is California Community Colleges Chancellor's Office (California Community Colleges Chancellor's Office, 2015d)

Purpose and Significance of the Problem

Purpose

The purpose of this study was to explore the processes, policies, and procedures developed and used, the challenges faced, and the promising or emerging practices identified by community college administrators and faculty in the establishment of a baccalaureate degree

program. Furthermore, this study sought to study the leadership provided by senior management during the implementation of the baccalaureate degree program using the lens of a design thinking model of change.

Significance

The baccalaureate degree pilot program may offer a significant contribution to California's ability to meet the need for affordable access to higher education (California State Senate Bill 850, 2014). Given that community colleges typically serve more underrepresented populations and at-risk students than those served by 4-year institutions, this increased level of access for these populations is of particular importance (Complete College America, 2011). As in other states, California's baccalaureate degree pilot program may provide students who might otherwise not be able to attend a 4-year university with the opportunity to attain a baccalaureate degree within the communities in which they live (California State Senate Bill 850, 2014; Desai, 2012).

Community colleges nationwide have a long-standing tradition of partnering with local businesses to provide education and training to meet community workforce needs (Cohen, Brawer, & Kisker, 2014; Jurgens, 2010). The successful implementation of the baccalaureate degrees at the 15 pilot colleges may create a trajectory for the California legislature to eventually expand the pilot program to all California community colleges. These new baccalaureate degree offerings may provide even more opportunities for colleges to create business and economic partnerships with local businesses, further strengthening college and community relationships. Furthermore, community colleges have historically been the pathway for students to connect with either 4-year universities for baccalaureate degrees or job certification programs (Floyd & Walker, 2009). Expansion of baccalaureate degree attainment opportunities through community

colleges may also improve the pathway to graduate programs, but this will depend upon the transferability of the units from a community college baccalaureate degree to 4-year institutions (Floyd & Walker, 2009).

Research Questions

An intrinsic case study was conducted in order to achieve an improved understanding of the process by which the baccalaureate degree was implemented at a California community college participating in the pilot program. The following research questions guided this study:

- 1) What were the processes and procedures supporting the implementation of the baccalaureate degree program at Skyline College in California?
- 2) How did the leadership approach of Skyline College's senior administrators influence the experiences of others involved in the development and implementation of the baccalaureate degree program at Skyline College in California?
- 3) What are the promising and emerging practices that support the implementation of a baccalaureate degree program at a community college in California?

Researcher's Stance

Researcher's Stance

The researcher has a long association with the California Community College system, first as a student and then as an administrator within the system. As such, the researcher is firmly committed to the mission of community colleges to provide for the higher education needs of students and their communities. The researcher feels privileged to be able to do the work she does because, as described by a colleague, "the community colleges have a very cool mission ... we really do change lives ... and help a lot of people" (D. Troy, personal communication, January 23, 2015).

Philosophical Stance

A qualitative study, utilizing a case study design, allows this researcher to "...investigate[s] a contemporary phenomenon (the 'case') in its real-world context..." (Yin, 2014, p. loc. 684 of 7810). The intent of the researcher in conducting this intrinsic case study was to explore the implementation of a baccalaureate degree program at one specific California community college (Stake, 1995). The case study approach aligns with a constructivist perspective, which focuses on the meanings ascribed by study participants to events and situations, filtered through their values, beliefs, and other mental models (Creswell, 2014; Phillips, n.d.). The case study design also aligns with a pragmatist perspective, which focuses on the outcomes of the case, i.e. what happened (Creswell, 2013). By conducting a case study at a single California community college approved to offer a baccalaureate degree in the pilot program, the different perspectives from a broad spectrum of people involved in the implementation of the baccalaureate degree – college senior and midlevel administrators and faculty - resulted in a deeper understanding and more accurate picture of the degree development and implementation process (Yin, 2014).

The Conceptual Framework

In order to explore the implementation of baccalaureate degrees at one community college, the literature review investigated three streams of literature to provide a basis upon which to build this study. The first stream of research examined the evolving role and vertical extension of community colleges since their inception in the early 20th century. The second stream reviewed the literature about community college baccalaureate degrees, including the development process, challenges encountered, necessary leadership, and perspectives of the various stakeholder groups on community college baccalaureate degrees. The third stream

considered the leadership needed to foster change on a college campus, and the perceived changes to an institution through the lens of a design thinking model of change. Figure 1 offers a graphic representation of the three streams.



Figure 1. Conceptual framework that informs the current study.

Historical Context

Historically, the role and mission of community colleges have been evolving since the first community college was established in Joliet, Illinois in 1901 (Essink, 2013). The first community colleges were 2-year schools focused on providing a college education for students who may not otherwise have been able to attend a 4-year college or university (Essink, 2013). In an effort to better meet the needs of stakeholders, the role and missions of the junior colleges gradually became more comprehensive (Desai, 2012; Essink, 2013). As promoted by the Truman Commission report in 1947, many junior colleges dropped the designation "junior college" from their names in favor of the term "community college," finding this more reflective of their evolving role in the community (Gilbert & Heller, 2013).

Community College Baccalaureate Degrees

Figure 1 illustrates how this historical context influences the way community colleges adapt to and incorporate change, including the expansion of community college program offerings to include baccalaureate degrees. As pressure to provide access to higher education has increased in California and throughout the nation, more states have responded by authorizing community colleges to offer baccalaureate degrees. California is merely the most recent state to implement this effort as a pilot program (Ruud et al., 2010). While the implementation of baccalaureate degrees is a significant change for community colleges, given the continuously evolving nature of community colleges, it is not likely to be the last major change (nor even the last vertical extension) they are likely to face (Cohen et al., 2014; Desai, 2012).

Leadership and Institutional Change

As these pivotal transitions occur, the purposes of the colleges - and indeed the colleges themselves - will inevitably transform, and the type of leadership required for them will also need to change as well. These community colleges will operate within a very different context than they have done in the past, providing a revised historical context and a new foundation from which future changes will evolve (Levin, 1998; McKinney & Morris, 2010).

Definition of Terms

The following terms are used throughout the study. They have slightly differing definitions in the literature on community college baccalaureate degrees. This study uses these terms as defined below:

Community college. Cohen, Brawer, and Kisker (2014) defined a community college as "any not-for-profit institution regionally accredited to award the associate in arts or the associate in science as its highest degree" (p. 5). Public and private 2-year colleges, technical schools, and community colleges offering 4-year degrees in partnership with 4-year colleges and universities are all included in this definition. However, institutions offering vocational and adult education and those offering baccalaureate degrees are excluded. (Cohen et al., 2014).

Community college baccalaureate degree. A baccalaureate degree offered and conferred by a community college under its own accreditation rather than a community college in partnership with a 4-year institution (Floyd, 2005).

Hybrid colleges. Floyd (2005) defined hybrid colleges as community colleges offering and conferring a single or few baccalaureate degrees in selected areas, and differentiates these institutions from those offering baccalaureate degrees in partnership with other 4-year institutions. Many accrediting bodies include community colleges that offer baccalaureate degrees in their 4-year public college category. The National Center for Education Statistics follows this practice, as does the North Central Association's Higher Education Commission. This is done even if the institution continues to grant associate's degrees (Cohen et al., 2014; Floyd, 2005). Despite the difficulties of classifying community colleges which offer baccalaureate degrees, the hybrid institution is becoming an increasingly viable alternative for baccalaureate degree attainment within communities (Floyd, 2005).

University center / Extension models. This model of offering baccalaureate degrees often involves a 4-year university having a center or extension located on or near a community college campus (Floyd, 2005). The university confers the degree in partnership with the community college, and sometimes with other universities, with the partner institutions retaining

their own, separate accreditation (Floyd, 2005). Under the extension model, the partner college may use the name of the university in its name, but still retains its own accreditation procedure (Floyd, 2005).

Assumptions and Limitations of the Study

Assumptions

The community college baccalaureate degree is controversial (Floyd & Skolnik, 2005). Four-year colleges and universities often oppose the community college baccalaureate because they believe that upper division coursework is solely the domain of 4-year schools (Skolnik, 2011). Others argue that if community colleges offer baccalaureate degrees, this will take the focus and resources away from the community college mission, which historically has been the granting of associate's degrees, providing remedial education, and workforce development (Baker & Baldwin, 2015; Cohen et al., 2014; Skolnik, 2011). In contrast, the proponents of the community college baccalaureate degree believe such programs offer students a baccalaureate degree for a relatively low cost compared to 4-year institutions within their own communities (Desai, 2012; Floyd, 2005). This dispute has been going on for a long time, and is not likely to be resolved any time soon.

The purpose of this study was not to become involved in this debate about whether or not community colleges *should* be offering baccalaureate degrees. Rather, this study merely started with the assumption that, at least for *some* students, the community college baccalaureate degree is becoming an acceptable alternative to that conferred by 4-year colleges and universities (Floyd, 2005).

In addition, this study did not focus on how community colleges offering baccalaureate degrees should be classified by accrediting bodies and other entities that track degree

achievement statistics. For the purposes of this study, it was assumed that a community college baccalaureate degree is offered by a public college which continues to offer associate's degrees and retains its focus on transfer preparation, remedial education, and workforce development (Desai, 2012; Skolnik, 2011).

Researcher Bias

As previously stated, the author is a graduate of the California Community College system and has been employed as an administrator within the California Community College system for over 17 years. Given this long-term association, the author might have been predisposed to a favorable view of the California community colleges and their ability to successfully implement baccalaureate degrees on their campuses. However, given all the other priorities within the CCC system, this potential predisposition was balanced by the author's concern about the allocation of time and resources to such a new initiative. The author was, therefore, able and willing to study the implementation of a baccalaureate degree at a California community college "...in an open-ended way, without prior expectations..." and came to conclusions based on her own interpretation of the data (Clandinin & Johnson, 2014, p. 467).

Therefore, the aim of this study was to gain insight into the findings and conclusions of scholars and practitioners regarding the community college baccalaureate degree. The case study involved data collected from several different sources. This was done in order to gain a comprehensive understanding of the implementation of the baccalaureate degree at a suburban community college campus in California, and to increase the validity of the study (Creswell, 2014). The data sources used included semi-structured interviews with administrators and faculty, direct observations, documentation, and archival data.

As with many case studies, the interviews yielded the bulk of the information from which conclusions were drawn, but observations and other documentation were also used to provide a wealth of data regarding the context within which the subject college is implementing the baccalaureate degree program (Yin, 2014). Data gleaned from interviews was used to identify patterns and themes (Creswell, 2014). Triangulation is a process that involves comparing data from various sources to ensure consistency between sources, i.e. that different sources are supporting the same inferences and conclusions (Creswell, 2014; Yin, 2014). In this study, triangulation was used to ensure that the inferences and conclusions drawn from the semi-structured interviews were valid, realistic, and accurate given data from other sources, thereby validating the findings of the study (Creswell, 2014; Johnson & Christensen, 2014; Yin, 2014).

Limitations

The proposed research study focused on the implementation of a baccalaureate degree at one community college in California. The results of the study may therefore not apply to community colleges in other areas and other states. This may be the case even though the promising practices identified from the implementation of a baccalaureate degree at this one California community college may be informative and transferable to other community colleges.

Summary

California is the 22nd state to authorize its community colleges to offer baccalaureate degrees. This is part of a trend, which, if not sweeping, can at least be said to be growing gradually throughout the nation (American Association of Community Colleges, 2015). Given that California is home to one-fifth of the community college students in the United States, it appears California is coming to this game rather late, with almost half the fifty states having implemented baccalaureate degrees at their community college campuses much earlier

(Foundation for Community Colleges, 2015). Although states may have a variety of reasons for authorizing their community colleges to offer baccalaureate degrees, in the final analysis, it comes down to simple economics – the nation, and states, need to increase their level of baccalaureate degree attainment to stay competitive in a global economy (Ruud et al., 2010). For this to occur, capacity and access must be created and increased in our institutions of higher education. The nation's community colleges have become a ubiquitous feature of most towns and cities, with most of the population having access to a nearby community college. In addition, the community colleges have traditionally been able to offer a low-cost alternative to 4-year colleges and universities. Traditionally, the United States has looked to schools in general, and K-14 in particular, to address the pressing social issues of the day (Cohen et al., 2014). It is therefore not surprising that legislatures throughout the nation are looking to community colleges to solve this latest social problem of the need for increased degree attainment. The economics of students being able to achieve a degree at a lower cost without having to leave their home area makes the community college baccalaureate an attractive option for increasing the nation's degree attainment and developing an educated workforce (Walker, 2005).

CHAPTER 2: THE LITERATURE REVIEW

Introduction

The jobs of tomorrow will require higher levels of education, thus increasing the need for baccalaureate degree attainment in the United States. In recognition of this, President Obama (2015) set a goal that the United States will lead the world in the percentage of the total population with baccalaureate degrees by 2020 (White House, 2015a). President Obama also introduced the America's College Promise proposal, which would, in partnership with the states, waive tuition for the first two years of community college for students maintaining a 2.5-grade point average and making appropriate academic progress (White House, 2015b).

The demand for increased access to higher education and a favorable political environment for education policies resulted in the passage of California Senate Bill 850 (SB 850), which authorized the baccalaureate degree pilot program for 15 California community colleges (California State Senate Bill 850, 2014). By its approval of SB 850, the California legislature recognized the need for 1.1 million additional baccalaureate degrees in California by 2020 in order for the state to have a competitive workforce. Prior attempts to authorize a limited number of California community colleges to offer baccalaureate degrees failed in previous legislative sessions (Carroll & Thor, 2015). California Senate Bill 850 was signed into law on September 28, 2014. As a result of this event, 12 of 15 pilot district applications subsequently received final approval at the CCC Chancellor's Office Board of Governors March 2015 meeting, and the remaining three applications received approval in May 2015 (California Community Colleges Chancellor's Office, 2015c, 2015d; California State Senate Bill 850, 2014). The bill was hailed by its author, Senator Marty Block (D-San Diego), as "a major step in

keeping California's higher-education system affordable and accessible while also keeping our state economically competitive in the future" (Asimov, 2015, p. 1).

The excitement and enthusiasm of college officials for the new baccalaureate degrees was evident. At the conclusion of the meeting at which Board of Governors named the 15 pilot districts, Brice Harris, then Chancellor of the California Community College system, called it a "historic day in the history of our community college system (California Community Colleges Chancellor's Office, 2015b; Forstner, 2015, p. 1). Many college officials believe the community college baccalaureate will offer students an affordable degree at \$10,000 in tuition and provide the training needed for employment in technical fields (Forstner, 2015). Much depends upon the success of the baccalaureate degree pilot program in California. This includes increased access to higher education for students, the economic welfare of California's students and the state, and the potential expansion of the baccalaureate degree pilot program to all community colleges in California.

The passage of SB 850 sent the California Community Colleges (CCC) Chancellor's Office into a flurry of activity, for it was their office which was required to design an application form and approval process for districts interested in participating in the baccalaureate degree pilot program. To provide context for the state's efforts during the implementation of the pilot program, the researcher interviewed members of the statewide group assembled by the Chancellor's Office to assist in implementing the CCC Baccalaureate Degree Pilot Program. The group included personnel from districts participating in the pilot program, representatives from the state Academic Senate, Chancellor's staff, and other stakeholders. Members of this group described the implementation of the degree as "building a bike while riding it," but stressed the importance placed on taking advantage of the opportunities provided by SB 850 for the benefit

of the students of the California Community Colleges system. There was immense pressure – from colleges anxious to succeed within the compressed timeframe provided by the legislation, the legislature, and other stakeholders - to get the pilot program online and the baccalaureate degree programs available to students by fall 2016. The Chancellor’s Office offered a series of meetings and professional development opportunities, monthly conference calls, as well as bi-monthly calls at the beginning, to give colleges the opportunity to work together on resolving the issues encountered as they went about developing and implementing baccalaureate degrees at their colleges. In addition, the baccalaureate degrees were assigned in pairs to colleges to the extent possible while still covering the needs of the entire state so that colleges could help each other throughout the process, e.g. Skyline College and Modesto Junior College were both approved for Respiratory Therapy degrees (Skyline College would later change the name of their degree to Respiratory Care). There were many difficult conversations during the 18 months before the first 10 colleges implemented their baccalaureate degrees in fall 2016. The discussions regarding upper division general education coursework were particularly difficult to come to resolution on between the colleges, Chancellor’s Office, Academic Senate, and the Accrediting Commission for Community and Junior Colleges.

This literature review seeks to examine the available academic research on the historical framework of community colleges and community college vertical extension, as well as the community college baccalaureate degree. The institutional change resulting from the implementation of baccalaureate degrees on community college campuses and the leadership needed to foster such a significant change will also be explored through the lens of a design thinking model of change. This literature review will also provide the contextual framework necessary to view how the offering of baccalaureate degrees at California’s community colleges

fits within the state and national context of higher education. Figure 2 details the key authors who will be discussed further in this chapter.

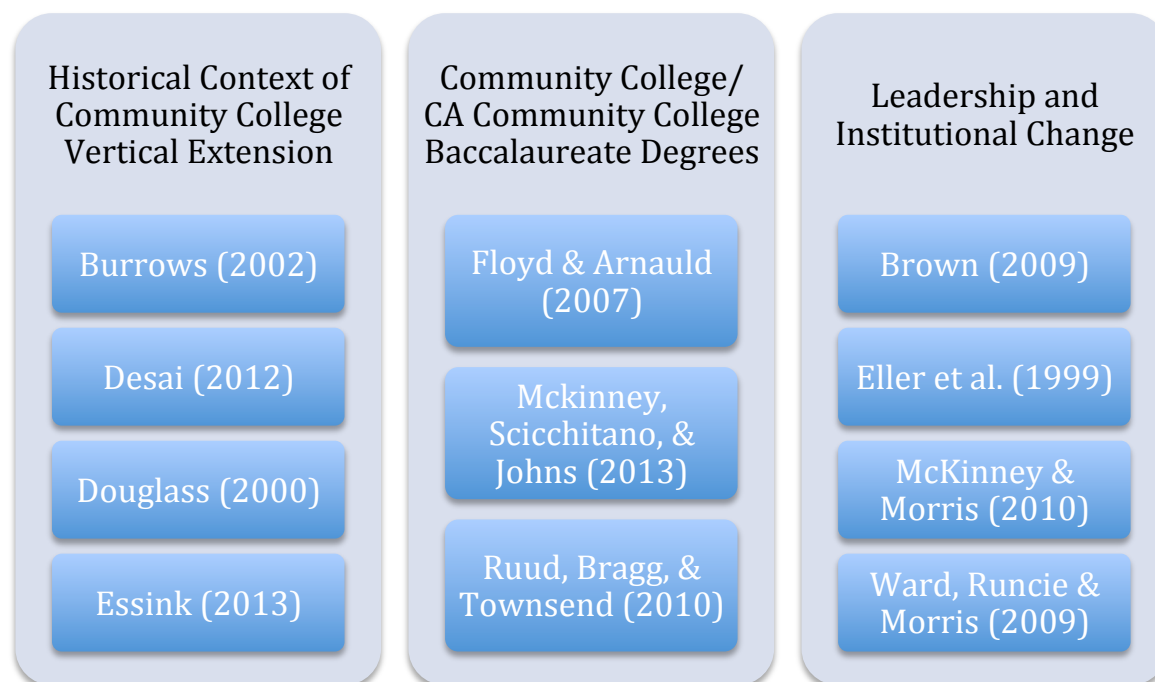


Figure 2. Key authors for research stream.

Historical Context of Community Colleges and Vertical Extension

Community colleges began nationally as 2-year junior colleges in the early 20th century. They were designed to provide access to affordable higher education for students that would not otherwise have been able to attend a 4-year university based on their academic qualifications, geographical proximity to a 4-year institution, financial limitations, or other constraints (Desai, 2012). Early junior colleges focused specifically on lower division liberal arts courses for transfer to 4-year universities at a time when students were graduating from high school in the United States in record numbers (Essink, 2013). With the open access of these early junior colleges, women gained greater access to higher education, resulting in junior colleges educating

many of the nation's elementary school teachers in the early part of the 20th century (Jurgens, 2010).

Over time, the early junior college mission expanded in response to the diverse needs of a range of stakeholders - students, employers, and communities - to include multiple missions (Desai, 2012; Essink, 2013). These multiple missions led to more comprehensive community colleges focused on associates degrees and transfer to 4-year institutions, remedial education, vocational training, adult non-credit education, and providing services to the community consistent with the educational goals of junior colleges (Desai, 2012). As junior colleges became more comprehensive, the names of many changed to include the “community college” designation. This trend was reinforced by the Truman Commission Report in 1947, which recommended a network of affordable higher education institutions throughout the nation and promoted the replacement of the term “junior college” with the term “community college” in the names of these institutions (Gilbert & Heller, 2013).

Geography also played a key role in the development of locally established and controlled colleges (Gray, 1915). In establishing California’s first junior college in 1910, Fresno school Superintendent McLane (1913) said, “the element of distance is a most important factor to the individual in planning his educational career...a parent will often hesitate to send his child so far from home” (pp. 161-162).

California’s Community College System

Today, there are 72 community college districts in California, with 113 colleges, 78 off-campus centers, and numerous outreach locations serving 2.3 million students (California Community Colleges Chancellor's Office, 2015e). California has a disproportionate share of the nation’s community college students, with three of every 10 Californians between the ages of 18-

24 currently enrolled in a community college, and California's community college students accounting for 20% of all community college enrollment nationwide (Foundation for California Community Colleges, 2015). The California community colleges offer “free flow” access, allowing the state's students to attend college wherever it is most convenient, whether that be near their homes, work places, or somewhere in between the two (California Community Colleges Chancellor's Office, 2015a).

Role of higher education master plan. The plan to offer baccalaureate degrees at California's community colleges represents a departure from the long-standing roles established in the California Master Plan for Higher Education (Master Plan) for each segment of California's higher education system—University of California (UC), the California State University (CSU), and the California Community Colleges (State Board of Education & University of California, 1960). The Master Plan has been updated several times since 1960, with the most recent revision occurring in 2010. The Master Plan defines the roles for each segment of California's public higher education system as follows:

The University of California. In addition to granting degrees in liberal arts and sciences, UC was given sole authority for conferring doctoral degrees and degrees in the fields of medicine, dentistry, veterinary medicine, and architecture.

The California State University system. Originally called the State College System, the CSU system was initially authorized to grant degrees to undergraduate and graduate students. Doctoral degrees could only be issued in collaboration with a University of California campus. However, this changed in 2005 when California State Universities were authorized to grant doctorate degrees in specific program areas.

Community colleges. Initially called junior colleges, California's community colleges were controlled by locally elected boards, and were assigned responsibility for providing course work allowing for transfer to a public or private 4-year institutions, technical education, and associate degrees in the arts and sciences. The primary functions of the California community colleges remain essentially unchanged from those established in the original Master Plan: to provide low-cost education for the first two years of a 4-year degree with transfer capability to the California State University or University of California systems, and career technical and vocational education (Joint Committee on the Master Plan for Higher Education, 2010; State Board of Education & University of California, 1960, pp. 2-3).

Zingg (2010) noted the enduring impact of the Master Plan in providing a path to the future of higher education in California:

The authors of the Master Plan recognized that as California had invented and reinvented itself over a century and a half--after the Gold Rush and through the emergence of a distinctive regional culture in the late nineteenth century, through the Great Depression and the Second World War, into the post-industrial age and beyond the dot-com revolution--higher education has provided the key to hope and recovery, to high expectations and needed corrections (p. 60).

Formation of California community college districts. California enacted legislation in 1907 authorizing the establishment of junior colleges by school districts, and allowing locally elected school boards to establish the curriculum to provide undergraduate course work to prepare students for transfer to the University of California or other public state colleges (Douglass, 2000). The state's first junior college, Fresno City College, was formed in 1910 as part of the Fresno school district. It later operated on the same campus with the Fresno Normal College, which became what is now California State University, Fresno (Douglass, 2000). Hollingshead (as cited in Gray, 1915), the principal of California's second junior college

in Santa Barbara, stated, "we are as much concerned with developing a...school to fit the needs of our community as with doing the equivalent of prescribed courses in the lower division college work, in fact, more concerned" (p. 470).

Subsequent legislation in 1917 authorized the formation of community college districts that were independent of local public school districts, and provided state and county financial support for junior college districts (Douglass, 2000, p. 126). By the mid-1960s, California junior colleges had separated from local public school districts and formed community college districts. Most of these institutions transitioned at this point to referring to themselves as community colleges, reflecting a growing emphasis on responding to the changing needs of increasingly diverse student bodies and local communities (Douglass, 2000; Townsend, 2007). By 1967, all California Community College districts were independent entities with locally elected Boards of Trustees, and the CCC system was then established via legislation with oversight from the Chancellor's Office in Sacramento (Brossman & Roberts, 1973).

Vertical Expansion and Extension

The vertical expansion of community colleges has been defined as either: (a) an expansion of a community college's partnerships to high school districts or 4-year institutions, or (b) an institution offering the next higher degree level (Burrows, 2002; Medinger, 1994; Roueche, 1964; Yang, 2006). The terms "vertical extension" and "vertical expansion" appear to be used interchangeably in the literature, with Burrows (2002) also using the term "upward mobility" to have the same meaning (Burrows, 2002, p. 10; Roueche, 1964; Yang, 2006). The term "vertical extension" will be used in this study to mean "a change in the organization structure ... to offer the next higher level degree" (Roueche, 1964, p. 8).

From the early 1900s to the mid-1960s, some junior colleges in California transitioned into Normal schools (teacher training colleges) and, to the concern of the California state legislature in the mid-1940s, ultimately became public 4-year universities as part of the California State University system. This was one of the reasons, along with the influx of veterans resulting from benefits provided by the Servicemen's Readjustment Act, commonly called the GI Bill, that the legislature requested a comprehensive review of the state's higher education system (Servicemen's Readjustment Act of 1944, 2016). In the document resulting from this comprehensive review, a junior college in California was defined as "an institution ending at the 14th year" (Deutsch, Douglass, & Strayer, 1947, p. 8). Deutsch et al. (1947) expressed concern about the vertical extension of community colleges, warning that: "[T]here is great danger that the values which California has found in the junior college system would be lost, if any junior college were converted into a 4-year college" (p. 11). The 2-year colleges converting to 4-year colleges referred to by Deutsch et al. (1947) were 2-year colleges that transitioned over time into 4-year schools, which eventually became part of the California State University system. However, the focus of this literature review will not be upon these special cases, but rather only upon community colleges implementing and conferring baccalaureate degrees while remaining community colleges.

Expanded Mission of Community Colleges

The role and mission of community colleges have evolved since the inception of junior colleges over one hundred years ago. While this expansion in mission is also seen at public 4-year institutions (e.g., doctoral degrees issued by California State University campuses), it is more likely to be seen by critics as "mission creep" or "academic drift" at a community college (Skolnik, 2011, p. 367). This is in part due to fear that further expansion of the community

college mission will interfere with the core mission of providing access to affordable higher education, or that the new baccalaureate programs may divert funds from other important community college programs such as remedial education (Eaton, 2005; Skolnik, 2011). It is interesting to note that even as early as 1947, Deutsch et al. (1947), in the same report definitively limiting community colleges to Grade 14, also recommended that the six state colleges (not yet formally organized into the California State University system) be allowed to grant masters degrees.

Degree Persistence and Attainment

Compared to 4-year colleges and universities, community colleges have typically served more at-risk and underrepresented students, including non-traditional students, minorities, first-generation students, and students from lower socio-economic backgrounds (Complete College America, 2011). The U.S. Department of Education (U.S. Department of Education, 2002) defined “non-traditional” students as students having risk factors that may prevent them from degree persistence or attainment, including:

- Delayed entry into higher education

- Part-time school attendance

- Full-time employment while at school

- Financially independent

- Have dependents

- Single parents

- Not high school graduates (pp. 2-3)

Research on all college students in the United States suggests that students requiring two or more remedial classes are highly vulnerable to dropping out, and have only a 35% chance of

completing a baccalaureate degree within six years, as compared to 55.7% of all college students (Complete College America, 2011). Furthermore, while 37% of the nation's community college students attend part-time, only 24.3% of part-time students graduate with a 4-year bachelor's degree within eight years, compared to 60.6% of full-time students (Complete College America, 2011). The graduation rates for part-time minority students are even lower, with the graduation rates for part-time Hispanic students being 9.1% and African American students being 7.8%, compared to 24.3% for all part-time students (Complete College America, 2011). This data has particular significance for community colleges because, based on open access, community colleges serve a higher proportion of at-risk, minority, and part-time students. Community colleges have also historically enrolled a larger number of students who have been less than fully prepared for college, and/or required remedial education in mathematics and English (Complete College America, 2011; Smith Morest, 2013).

Attewell, Heil, and Reisel (2011) reported, that although there are factors that play significant roles in degree attainment, there is no one single factor that is a reliable predictor of degree attainment. According to Attewell et al. (2011), financial aid is the most influential factor in determining graduation, with other influential factors being: (a) race and gender, (b) parental socio-economic status, (c) high school preparation, (d) non-traditional student characteristics, (e) academic and social integration, and (f) work hours. Wang (2009) found that female students and those with higher socio-economic status were more likely to obtain a baccalaureate degree, as well as students who took an academic-based curriculum in high school, those with higher grade point averages in community college, and students who expected to earn a baccalaureate degree when entering college.

The literature reviewed regarding persistence and degree attainment for students attending community colleges reported mixed results. Some research confirms the “community college penalty,” finding that persistence and graduation rates are lower for students starting college at community colleges than for students starting college at 4-year institutions (Cabrera, Nora, & Castaneda, 1993; Long & Kurlaender, 2009, p. 74). Long and Kurlaender (2009) advised, “caution should be exercised when designing policies that might shift enrollment patterns more toward 2-year colleges” (p. 47). Conversely, Clagett (2013) found that students with similar backgrounds at community colleges and 4-year institutions graduate at approximately the same rates. Increasing the study period from four to six years showed improvement in both transfer and graduation rates, indicating that community college students may take longer due to their part-time status or other risk factors. The standard six years included in most assessment models therefore negatively portrays what could instead be viewed as positive persistence rates over longer periods of time (Clagett, 2013).

Community College Baccalaureate Degrees

The concept of a community college baccalaureate degree is not new. It started with such degrees being granted by New York’s Fashion Institute of Technology in 1970 (Floyd, 2006). The practice was later followed by community colleges in Texas and West Virginia in the 1980s (Floyd, 2006; Walker & Pendleton, 2008). The community college baccalaureate degree gradually gathered further momentum and spread throughout much of the United States during the 1990s and beyond, and by 2016, reaching the point at which 22 states had authorized community colleges to offer and confer baccalaureate degrees (American Association of Community Colleges, 2015; Floyd, 2006; Walker & Pendleton, 2008). Thus far, no state that has adopted the practice has subsequently rescinded it. The offering of baccalaureate degrees at

California community colleges can be viewed as a logical and demand-driven continuation of the vertical expansion of the responsibilities and mission of the community college system in meeting the needs of California's higher education system and local communities (P. Walker, personal communication, May 20, 2015). Any examination of California's Baccalaureate Degree Pilot Program should probably be viewed in this historical context. Indeed, this context not only helps to frame the current discussion, but also, as history often does, provides a lens through which to evaluate and understand the events of today.

Floyd, Falconetti, and Felsher (2012) defined the community college baccalaureate as “baccalaureate degrees conferred by community colleges on their campuses that added these degrees to their offerings while maintaining the community college mission of open access” (p. 7). This definition is differentiated from other partnerships community colleges have with 4-year universities, including: (a) articulation programs that provide seamless transfers from community colleges to 4-year universities; (b) university center models in which the university is close to or located on a community college campus; or (c) university extensions in which a community college provides the program, but the degree is conferred by a 4-year institution (Floyd, 2005).

Increased Need for Higher Education Access

The growing need for an educated workforce in the United States will place increased demands on higher education (Ruud et al., 2010). Carnevale, Nicole, and Strohl (2013) projected that 47% of all jobs will require an associates degree or higher by 2020, with a bachelors degree needed for 35% of all jobs. At a time when increased access to higher education is needed, higher costs and higher admission standards at 4-year institutions, as well as enrollment caps, are actually limiting access to higher education (McKinney, Scicchitano, & Johns, 2013, p. 54). Community college students often have geographic, financial, and other barriers to attending 4-

year colleges and universities (Townsend, 2007). Providing increased access to higher education and responding to unmet local needs are key reasons many community colleges have decided to offer baccalaureate degrees (McKinney et al., 2013). Since most people live within 50 miles of a community college, and community colleges typically have lower tuition costs than 4-year institutions, community colleges generally have far greater availability than many other types of educational institutions. (Townsend, 2007). McKinney et al. (2013) found that community colleges were motivated by student and workforce needs to offer baccalaureate degrees, rather than, (as is often suggested by opponents of the community college baccalaureate degree), the potential for increased revenue or prestige.

Baccalaureate Degree Implementation Challenges

Floyd and Arnauld (2007) evaluated ten community colleges that implemented baccalaureate degrees, and identified several areas that were critical to the colleges during the implementation process. Since baccalaureate degrees are more expensive to offer than other community college programs, one of the most important areas identified was the need for increased funding for the programs. In addition, securing approval from the state or governing body and the accreditation commission to offer baccalaureate degrees was identified as a critical area upon which community college administrators need to focus, and one which was found to be very challenging for community colleges (McKinney et al., 2013). However, gaining approval from regulatory and accrediting bodies was needed to offset the criticism that community college degrees were less rigorous or valuable than those of 4-year colleges or universities (Davis, 2012; Walker, 2005).

Although community college districts have experience with meeting the standards of oversight and accreditation agencies, the curriculum development for a baccalaureate degree was

also found to be challenging (Floyd & Arnauld, 2007). This was especially true for colleges trying to fast track the implementation of a baccalaureate degree program. Such was the experience of Indian River State College in Florida when developing and implementing nine baccalaureate degrees concurrently over an 18-month period (Floyd & Arnauld, 2007; Massey, Locke, & Neuhard, 2009). Indian River State College had previously gone through a multi-year effort to improve communication and collaboration and to foster innovation on its campus, which may have contributed to the college's success in implementing the programs so rapidly (Massey et al., 2009). This may have implications for the state of California in implementing 15 different baccalaureate programs simultaneously - not only at different campuses but also within different community college districts throughout the state.

Effective Practices Supporting Successful Degree Implementation

Ruud et al. (2010) examined the implementation of applied baccalaureate degrees in various states and found that the adoption of baccalaureate degrees by community colleges is often the result of slow, incremental change. However, there are times when community colleges are at the "the right place at the right time," resulting in a relatively fast adoption of community college baccalaureate degrees (Ruud et al., 2010, p. 146). The ability for community colleges to fast track a baccalaureate degree program occurred when several factors aligned, including a recognition by decision makers of the problems surrounding the low level of baccalaureate degree attainment, a favorable political environment, and favorable education policies (Ruud et al.). SB 850 was passed with bipartisan support, perhaps benefitting both from agreement amongst decision makers regarding the need for higher baccalaureate degree attainment in California and from Governor Brown's emphasis on equalizing educational outcomes for minority students (Lin, 2016; San Diego Continuing Education, 2014). A later bill, Senate Bill

769 (2017) is instructive for community colleges attempting to gain approval to offer baccalaureate degrees to move quickly while political conditions are favorable. A mere three years after the passage of SB 850, SB 769, which would have extended the CCC Baccalaureate Degree Pilot Program until 2028 and added 10 districts to the pilot program (although that provision was later dropped) died in committee. Ruud et al (2010) concluded that initial resistance to the community college baccalaureate degree could be offset by pilot programs such as that provided by SB 850 that set clear standards and timeframes, with realistic expectations for the success of students and appropriate tracking. Bemmell (2009) found that the success of one community college in offering the baccalaureate degree was due to a clear path delineated for students' growth and success from the associate to the bachelor degree level.

The community college baccalaureate degree would seem a natural extension of the current missions of community colleges since the infrastructure is already in place - faculty, staff, and programs - with convenient access for students who may have geographic limitations (Walker, 2005). Floyd and Arnould (2007) stressed the importance of community colleges working with local communities and school districts to ensure planned baccalaureate degrees are consistent with unmet local needs. This collaboration may confirm the need for the selected baccalaureate degrees and result in stronger political support, such that the relevancy of the offered degree is sustainable (Coburn, 2003; Floyd & Arnould, 2007). Research also suggests that community college districts also benefit from collaboration and strong partnerships with nearby 4-year colleges and universities (Bemmell et al., 2009). However, in such partnerships, care must be taken to specifically align the respective baccalaureate degree programs so that the institutions are not competing for students (Skolnik, 2011).

Stakeholders

The addition of a baccalaureate degree at a community college campus is usually driven by one person. This has often been the president or superintendent, or some other small group (Essink, 2013; Ruud et al., 2010). However, it is necessary to generate interest in a new program, obtain buy-in from administrators and faculty, and have qualified faculty to teach the coursework (Lukes, 2014). Coburn (2003) found that attitudes and the institutional culture will need to change to implement baccalaureate degrees successfully at a community college, and that a "shift in ownership" from having the reform being perceived as "imposed on" to instead being "owned" by faculty and staff will make the implementation more successful (pp. 7-8). Eddy (2003) also noted that a top-down approach is not an effective way to implement changes in a college environment, indicating that support for a baccalaureate degree program will also be needed from administrators, faculty, staff, and students even though the drive to offer the degree may initially be driven by one person.

Faculty. Davis (2012) found that faculty generally have positive perceptions of the prospect of their college offering baccalaureate degrees, and believed that the benefits of offering these degrees to students outweighed the negative aspects. However, faculty also noted that the rigor of the community college baccalaureate degree as compared to that of a 4-year university "is a concern both for the instructor and the student who will be using it [community college baccalaureate] to find a job in the future" (Davis, 2012, p. 136). This may be more of an issue of perception and marketing than an accurate assessment of the community college baccalaureate degree. This is because community college baccalaureate degree programs are approved by the same accrediting body as those of 4-year institutions (Walker, 2005). Barnett (2011) noted that graduates of Miami Dade College in Florida, one of the most aggressive states in implementing

baccalaureate degrees at its community colleges, had a job placement rate of 95%, as compared to the 86% job placement rate of the state's university system.

Students. Skolnik (2011) found that many students prefer the teaching focus of community college faculty, who are traditionally seen as being more in-tune with non-traditional students. This fact may make a community college baccalaureate program a natural transition for many community college students. A community college baccalaureate program may provide access to higher education to students who may not have otherwise pursued education beyond the associate degree level (Davis, 2012; McKinney et al., 2013). Essink's (2013) research indicated that community colleges experienced an influx of both traditional and non-traditional new students as a result of offering baccalaureate degrees. In a survey of 32 community colleges offering baccalaureate degrees, almost 85% reported that enrollment in their baccalaureate degree programs was either higher than or approximately what was projected, indicating that students do not seem to share the concern that a community college baccalaureate is less valuable than that of a 4-year institution (Davis, 2012; McKinney et al., 2013, p. 60; Walker, 2005).

Local community. In the 1960s, colleges began working with local businesses to determine workforce needs and started the League for Innovation Programs, which highlighted partnerships with local employers (Jurgens, 2010). These partnerships continue today with community colleges providing education and training for workers to respond to community needs (Cohen et al., 2014). Community colleges are "increasingly sought for the development of cost-effective, flexible, fast-track, high-quality [training] programs" (Milliron & Wilson, 2004, p. 53).

Leadership and Institutional Change

The CCC Baccalaureate Degree Pilot Program, approved by the California Legislature, is a pilot program involving 15 of the 113 colleges within California's community college system (California State Senate Bill 850, 2014). California Senate Bill 850 (2014), the legislation authorizing the CCC Baccalaureate Degree Pilot Program, charges California's Legislative Analyst's Office (LAO) with evaluating the baccalaureate degree pilot program. An interim evaluation is due to the California legislature by July 1, 2018, and a final report of outcomes by July 1, 2022. The program will sunset in 2024 unless expressly extended by the California Legislature (California State Senate Bill 850, 2014).

The baccalaureate degrees have been developed and implemented very rapidly in order to meet the reporting requirements of SB 850. Of the 15 colleges participating in the Baccalaureate Degree Pilot program, 14 had approximately 18 months between being approved for participation in the program and offering classes for the baccalaureate degrees. The colleges were approved for participation in the Baccalaureate Degree Pilot Program at the CCC Board of Governors meetings in March and May of 2015, with 14 of the colleges beginning to offer the degrees in fall 2016, and one starting in fall 2017 (California Community Colleges Chancellor's Office, 2015c, 2015d).

The outcomes of the CCC Baccalaureate Degree Pilot Program will be used to inform future decisions of California's legislature on the continuation and potential expansion of the program (California State Senate Bill 850, 2014). Therefore, the CCC baccalaureate degrees are prototypes developed and implemented within a relatively short time frame that may ultimately need to be changed or revised, depending upon the LAO's evaluation of what worked or did not work within the pilot program. The process of rapidly developing prototypes and revising the

prototypes as problems are identified and resolved is a hallmark of the design thinking model of change (Brown, 2009).

Design thinking provides an appropriate framework within which the CCC baccalaureate degree planning, development, and implementation can be viewed. However, design thinking also provides an excellent framework within which the literature about baccalaureate degrees implemented at community colleges in other states can be interpreted and evaluated. The implementation of a baccalaureate degree on a community college campus affects all areas of the campus—curriculum, administrative services, and student services (McKinney & Morris, 2010). Within this context, a design thinking framework will be used to examine the areas on which community colleges throughout the nation have focused as they have implemented baccalaureate degree programs.

Design Thinking Framework

Brown (2009) defined design thinking as “a way of describing a set of principles that can be applied by diverse people to a wide range of problems” (p. 7). Design thinking principles provide a strategy for change, innovation, and problem solving that “relies on our ability to be intuitive, to recognize patterns, [and] to construct ideas that have emotional meaning” (Brown, 2009, p. 4). Design thinking offers a non-linear approach to problem solving in which a broad range of stakeholders develop alternatives for solving the problem at hand. These options are then winnowed down to the most likely solutions, which are then further developed (Brown, 2009; Ward, Runcie, & Morris, 2009). Early prototypes are developed quickly and inexpensively so that necessary changes can be made early in the process before significant investments of time and money have been made (Brown, 2009; Ward et al., 2009).

Systems thinking. Brown (2009) described systems thinking as an integral component of design thinking. Senge (2006) defined systems thinking as a framework within which organizations can see how the various parts of the organizations interact and fit within the context of the whole organization, and how recognizing the patterns of the interactions will allow for organizational learning and change. Thus, a community college baccalaureate degree program must be viewed within the context of the whole college and the people who comprise the campus community (Baker & Baldwin, 2015; Eller, Martinez, Pace, Pavel, & Barnett, 1999; Ward et al., 2009). Senge (2006) acknowledged the natural tendency of people to break large complex problems down into smaller, more manageable pieces in order to make them easier to solve. The disconnect occurs when people try to reassemble the problems to "see the big picture," but the pieces can no longer be put back together to get an accurate picture (Senge, 2006, p. 3). Furthermore, the solutions to smaller, more manageable problems broken off for solving on an individual basis may not fit together because the problems and solutions have not been viewed as a whole. Changes in one part of the system may have implications and impacts on other parts of the system (Eller et al., 1999; Senge, 2006).

Therefore, leaders must be aware that each step taken to implement a baccalaureate degree at a community college may impact other areas within the college and result in unintended negative consequences (Eller et al., 1999; Senge, 2006). Beattie, Thornton, Laden and Brackett (2013) stated that policymakers must learn to identify these potential impacts before they occur in order to avoid them, and quickly resolve any resulting undesirable outcomes. However, leaders must also try to avoid negative impacts resulting from the remedy applied to resolve the first unintended consequence so that each new policy or decision does not result in a never-ending spiral of undesirable outcomes and unsustainable changes. The

application of Senge's (2006) systems thinking model within a design thinking framework may help avoid this degenerative spiraling of undesirable outcomes because potential courses of action can be rapidly evaluated *before* they are implemented, thus making it easier to understand how they *might* affect the whole of the organization.

Leadership

Cloud (2010) argued that change leadership is needed in community colleges that add a baccalaureate degree because the new degree results in changes at the organizational level. Change leaders encourage an organizational climate where issues are brought forward and heard, an environment well suited for a design thinking process in which a wide range of perspectives is necessary. Change leaders also identify and develop future leaders to ensure changes are institutionalized and therefore sustainable into the future (Cloud, 2010).

Commitment. The implementation of a baccalaureate degree on a community college campus is a significant undertaking that frequently requires changes in the daily operations of the institution (McKinney & Morris, 2010). In the 21 states that have already implemented community college baccalaureate degree programs, research has shown that the college president and the Board of Trustees must be committed and involved in the degree implementation process (Essink, 2013). The college president is often at the forefront of the implementation effort - sharing, and (at least to some extent) selling, the shared vision to the stakeholders (Essink, 2013; McKinney & Morris, 2010). McKinney and Morris (2010) also emphasized the importance of keeping the college's Board of Trustees informed and involved throughout the baccalaureate degree implementation so that the board is communicating support for the new degree program to everyone else through board resolutions and actions (McKinney & Morris, 2010).

Sharing the vision. Successful implementation of a baccalaureate degree program also relies upon college leadership to successfully articulate the strategy and vision for the inclusion of the degree throughout the college and obtain buy-in from stakeholders - administrators, faculty, professional staff, and the wider community (Eddy, 2003; Lukes, 2014; Ward et al., 2009). McKinney and Morris (2010) suggested that the president must set the goal for implementing the baccalaureate degree program, communicate a “shared vision” for the college to stakeholders, and know how to get the degree program approved and implemented (p. 193). Matheny and Conrad (2012) further theorized that leaders create a shared vision by becoming “...zealots for their institutions and those whom they serve...” and affect changes to the culture by modeling the attitudes and norms of the organization and by becoming its “chief storyteller” (p. 122).

Within a design thinking framework, getting the campus community -- faculty, staff, administration, students -- to buy-in to the shared vision of offering a baccalaureate degree is crucial to the degree program’s ultimate success (Ward et al., 2009). A key component of gaining buy-in from the campus community is bringing the community’s knowledge and skills into the planning and implementation phases of the baccalaureate degree program (Brown, 2009; Cloud, 2010; Ward et al., 2009). This collaboration amongst the campus community allows for a holistic, or systems view, of how the baccalaureate degree will fit within the college’s existing goals, programs, and activities. The initial input from stakeholders also allows problems to be identified and resolved early in the process before they become unmanageable (Brown, 2009; Ward et al., 2009).

Participatory decision-making. Shared governance, or participatory decision-making, is deeply embedded within the culture and processes of community colleges, and meshes well with

the design thinking model of working in teams (Brown, 2009; Cohen et al., 2014). The shared governance process is particularly strong in California where laws require that faculty and staff have input into the decision-making process, thus promoting better communication, improved understanding of college issues, and buy-in for decisions throughout the institution (Cohen et al., 2014). Cloud (2010) noted that a top-down management style is ineffective in a community college environment due to the strong shared governance and decision-making culture within community colleges. Instead, the comprehensive nature of community colleges and their multifaceted role and mission requires a more participatory leadership style emphasizing shared governance, collaborative decision-making, and community involvement (Cloud, 2010). Eddy (2003) concluded that leaders were unable to implement sustainable changes in a college environment when top-down changes were made, largely because leaders failed to dialogue with the stakeholders or obtain buy-in from them for the changes.

Risk taking. Governing boards of community colleges that are implementing a baccalaureate degree program risk a fundamental change to the culture and the environment of their institutions (Essink, 2013). McKinney and Morris (2010) specifically found that offering a baccalaureate degree program fundamentally changed the institutional identity of a community college. Levin (2004) concluded that community colleges offering baccalaureate degrees were neither 2-year nor 4-year colleges, with their hybrid structure falling somewhere between the two. Changing the basic structure and identity of a college, or any institution, is a risk. However, the risk can be mitigated, at least to some extent, by a commitment to the participatory decision-making process discussed in the previous section, and by using a design thinking process (Brown, 2009; Ward et al., 2009).

Prototypes. Puccio, Mance, and Murdock (2011) claimed that those engaged in innovation must risk failure to achieve ultimate success, or as Brown (2009) stated, “fail early to succeed sooner” (p. 17). An iterative process, such as that offered by the design thinking model, may help baccalaureate implementation task forces and teams to clearly define problems, brainstorm potential solutions, and identify and minimize undesirable outcomes using prototypes where possible (Beattie et al., 2013). Developing early prototypes allows problems to be identified and resolved during the design process, with each prototype building on the lessons learned from the previous prototype (Brown, 2009; Saloner, 2011). The baccalaureate degrees to be offered at the 15 pilot institutions may ultimately become models for other California community colleges - if the pilot programs are successful - and if approval is eventually granted to expand the program. Other districts can then use the experiences of the pilot districts in implementing baccalaureate degree programs as a starting point - and perhaps as a way to avoid mistakes made at the pilot colleges.

Teamwork

McKinney and Morris (2010) found that community colleges creating baccalaureate degree programs formed implementation teams or task forces (hereafter "committees") early in the process. The purpose of these committees was to: (a) make decisions about what baccalaureate degrees should be offered; (b) develop proposals for management and board of trustee approval; (c) document the degree for state and accreditation approval processes; and (d) identify the necessary student services. These committees fit neatly within a design thinking framework wherein teams are the norm for problem-solving while promoting creativity and innovation within organizations because "all of us are smarter than any of us" (Brown, 2009, p. 26).

Team membership. The membership of baccalaureate degree task forces and teams has been described to include a broad spectrum of people to incorporate as many diverse "positions, perspectives, interests, and racial or ethnic backgrounds" as possible, and to include administrators and faculty members (Eller et al., 1999, p. 1). It is helpful if team members are not only subject matter experts in their disciplines but also have demonstrated the ability to collaborate with people from other disciplines (Brown, 2009). The diversity of individuals on the teams will allow people to play different roles in the planning and implementation of the baccalaureate degree and ensure a range of available perceptions and abilities during the planning process (Eller et al., 1999). In addition, organizations that are more inclusive, that is, those which encourage employee contributions, are more engaged and have better interactions between co-workers (Shore et al., 2011). Seiler and Kowalsky (2011) found these relationships are "what makes or breaks success" in organizations (p. 60).

Member ownership of outcomes. Kurland (2013) noted that increased stakeholder participation resulted in better decisions and greater buy-in from stakeholders. Coburn (2003) also found that involving faculty and staff in decision-making led to their taking greater ownership of decisions. The support of the college president also significantly influenced the success of the baccalaureate implementation committee. The president's promotion of the degree program and ongoing communication with the committee led to the subsequent willingness of team members to take risks and engage in long-term planning (Eller, Martinez, Pace, Pavel, & Barnett, 1999). Eller et al. (1999) found that a flatter team structure contributed to team members feeling more empowered and engaged.

Indian River State College was successful in the implementation of nine baccalaureate degree programs simultaneously, mainly due to the college having set up a baccalaureate degree

task force consisting of key administrators and faculty, sharing information freely, encouraging ideas from stakeholders, and cultivating a college culture of communication, collaboration, and creativity (Massey et al., 2009). This ownership and investment in turn made the process for development of the substantive change proposal for the accrediting body move very quickly (Massey et al., 2009). The entire process took 18 months from the time the programs were approved by Florida's State Board of Education in July 2006 until the classes began in January 2008 (Massey et al., 2009). To the extent these same principles –participatory decision making, transparency, communication, and collaboration - are used in the implementation of the 15 baccalaureate degrees on its community college campuses, California may hope to share a similarly successful outcome (Brown, 2009; Massey et al., 2009).

Collaboration. The role of collaboration in higher education has become increasingly important as institutions have turned to teams of people to solve complex problems in order to keep pace with rapid change (Coleman & Bandyopadhyay, 2011). The collaboration process results in the creation of “shared values and knowledge,” more creative solutions, and better decisions than the traditional model of individual decision-making. These better decisions are a result of synergy – the sum of the parts is greater than the whole (Coleman & Bandyopadhyay, 2011; Kurland, 2013, p. 69). Cloud (2010) found that leaders “create a culture of change” when they encourage employees to identify, develop, and recommend solutions to the organization's problems (p. 74). Eller et al. (1999) noted that collaboration results in teams that are creative, innovative, and, most importantly, successful.

Creativity and innovation. According to Brown's (2009) design thinking model, having a variety of viewpoints stimulates collaboration, ideas, and creativity. Senge (2009) defined mental models as our “core beliefs...liv[ing] below the surface” that influence our “thoughts and

actions and the thinking of those around us” (p. 176). Saloner (2011) viewed the multi-disciplinary collaborative teams fostered by the design thinking process as the fuel that drives creativity.

While a collaborative environment can leverage the various mental models of team members to generate new ideas and approaches to problem solving, mental models are also representative of biases and preconceived ideas (Saloner, 2011). To generate innovative and creative ideas, people participating in collaboration must set aside their opinions and prejudices about the current situation to make room for new ideas (Saloner, 2011). Brown (2009) discussed this as a departure from the traditional problem-solving model of convergent thinking in which people choose and evaluate solutions from an existing list of problem solutions. In design thinking, teams use a divergent thinking process to brainstorm as many problem solutions as possible without evaluating their potential until later in the process when those solutions with the most potential are developed (Brown, 2009; Saloner, 2011).

The Creative Problem Solving (CPS) model described by Puccio, Mance, and Murdock (2011) included similar divergent and convergent thinking processes. The CPS model has three stages: (a) the clarification stage during which the problem or issue to be resolved is clarified; (b) the transformation stage wherein divergent thinking skills are first used to generate many ideas, and convergent thinking skills are then used to choose probable solutions and develop them into workable solutions; and (c) the implementation stage wherein a detailed action plan is developed (Puccio et al., 2011). The iterative process of brainstorming solutions, developing fast prototypes to test the more promising solutions, and then fixing issues for the next prototype is integral to both the design thinking and CPS processes, and promotes innovation and creativity (Brown, 2009; Saloner, 2011).

Institutional Change

Baker and Baldwin (2015) noted the need for all colleges and universities to evolve and change based on the demands of their environment, to meet the needs of their communities, or even to survive. Levin (1998) suggested that change in community colleges is not always a response to a problem. Rather, community colleges are entities that are growing and changing over time organically in response to changes in their environments. He theorized that community colleges have many identities as a result of their various missions and roles. These identities are revealed in the actions taken by the leaders which then result in change - “organizational behaviors are not static, behaviors beget actions, and actions translate into change” (Levin, 1998, p. 2). Given this cycle, community colleges are in a constant state of change and reinvention of themselves to adapt to their environment and the needs of students and their communities (Levin, 1998).

However, community colleges are not typically at the forefront of innovation (Levin, 1998). Instead, changes at community colleges are a slow evolution of incorporating new ideas and innovations adopted previously by other organizations (Levin, 1998, 2004). Levin (2004) concluded that change is simply a part of the identity of a community college, and that since these changes are generally in response to what other organizations have already done, and not particularly radical in nature, these changes do not by themselves alter the identity of the community colleges. The institutions continue to grow and evolve in response to changes made, actions taken, and the resulting “organizational changes are elaborations of that identity” (Levin, 1998, p. 3). Levin would probably not characterize California’s pilot program as innovative because California is following 21 other states in offering baccalaureate degrees at some of its community colleges. However, colleges participating in California’s baccalaureate degree pilot

program must adopt change at an accelerated rate. This is due to the fast pace required by the pilot program, with the initial applications having been approved in spring 2015 and most degree programs scheduled to be implemented by fall 2016.

The LAO report on the outcomes of California's Baccalaureate Degree Pilot Program will examine a variety of factors, including increased access to higher education, at-risk populations served, and program costs and funding (California State Senate Bill 850, 2014). The most obvious unintended consequence of the baccalaureate degree pilot program may be that the state legislature focuses exclusively on the reduced costs for a baccalaureate degree to the exclusion of other factors noted in SB 850. In this context, the legislature may decide that the California community colleges should offer substantially more baccalaureate degrees to take pressure off the University of California, the California State University, and the state's budget. When California's baccalaureate degree pilot program was announced, the media focused on the affordability aspect -- that students will be able to obtain a baccalaureate degree for just \$10,000 (Bidwell, 2014). While this seems to be a generally good outcome, to at least some authors, this nevertheless represents a substantial change to the community college mission, purpose, and role - and may not be good for community colleges (Floyd, 2005).

Sustainable change. The creation of lasting, sustainable change at the colleges involved in California's pilot program is dependent upon effective leadership and the ability of the baccalaureate degree implementation committees to see how the new degrees fit within the context of the existing programs and services at the college (Eller et al., 1999). Senge (2009) claimed that this process of looking at organizations holistically, from a systems thinking perspective, is the basis of sustainable change. The characteristics of effective leadership – communicating a clear vision, fostering an environment of collaboration and creativity, and

getting buy-in from stakeholders for the new program – have been discussed previously. Eddy (2003) noted that getting buy-in from stakeholders throughout the organizations is of particular importance to achieving sustainable change. Furthermore, clear communication is essential for fostering sustainable change (Eller et al., 1999). As the team moves forward in planning the implementation of the new degree programs, all stakeholders need to be kept informed of the progress - including board members, faculty, staff, students, and the community (McKinney & Morris, 2010). Such transparency about progress toward offering the degree should minimize any surprises that may derail the planning efforts, and will hopefully also engender support for the degree programs from stakeholders (McKinney & Morris, 2010).

Matheny and Conrad (2012) proposed a framework for leaders of 2-year colleges to use to usher in change and innovation on their campuses or in their regions. Based on six models of higher education change, Matheny and Conrad (2012) theorized that using a combination of the models would provide a better framework in a 2-year college environment than using just one of the models, depending upon whether the changes are driven internally or externally, and upon whether they occur at the campus or the regional level:

- 1) Evolutionary or adaptive models focus on changes that happen gradually over time or rapidly in response to environmental changes. These changes can be driven internally or externally, and occur at the campus or the regional level.
- 2) Planned changed models include strategies developed to implement planned changes. These changes are driven by an internal source and happen at the college level.
- 3) Political models contend with changes that typically occur because of tension between conflicting values and viewpoints of individuals, and are driven by the power structure within the organization. These changes generally occur at the regional level.

- 4) Life cycle models encompass expected changes over the life of an organization. The strategies for change in these organizations are intended to either prolong the existing status quo or help the organization transition to the next stage.
- 5) Social cognition models concentrate on changes occurring when competing viewpoints and values collide between groups within an organization. The changes are driven either internally or externally at the campus or regional level.
- 6) Cultural models center on changes that occur when the common beliefs of individuals and groups change, resulting in changes to the organization's mission, values, and cultural norms (pp. 112-115).

The implementation of the community college baccalaureate degree program does not appear to fit neatly into any of the models proposed by Matheny and Conrad (2012). However, a design thinking framework can easily accommodate a hybrid of these models (Brown, 2009). The adoption of the new degree program is both internally and externally driven, and, although only one college in a particular area may adopt the program, the new program may impact all higher education institutions in the region. The surrounding community colleges may suddenly want to revise their own program offerings based upon a new baccalaureate degree being offered by another nearby community college. Further, the offering of a new baccalaureate degree by a local community college introduces a note of competition with all nearby 4-year colleges and universities (Skolnik, 2011). However, each of the six change models discussed by Matheny and Conrad (2012), or a combination of the models tailored to fit local and regional needs, can be useful for viewing the implementation of a community college baccalaureate degree.

Conclusion

Community college baccalaureate degrees provide access to higher education to students within a community college environment. The CCC Baccalaureate Degree Pilot Program was developed in response to the economic need for an increasingly educated workforce in California and throughout the United States. With an ever-increasing number of jobs in the near future projected to require a baccalaureate degree or higher, the success of community colleges in serving at-risk, underrepresented, and non-traditional students will create greater opportunities for more students to achieve a degree in a setting that is appropriate and geographically accessible for their life situation.

Community colleges have played a major role in California since the establishment of the first community college in Fresno in 1910. The community colleges have provided much needed higher education in isolated areas, a teaching-oriented environment for the first two years of undergraduate education, and workforce training to serve local communities. The community colleges have responded both to the needs of a growing population for increased access to higher education, and to the economic demands for post-secondary education and training.

However, as previously mentioned, the community college baccalaureate degree is not without controversy (Floyd & Skolnik, 2005). Critics frequently raise concerns about the dilution of the community colleges' focus on their traditional roles of career training, transfer education, and non-credit courses for the benefit of the community (Skolnik, 2011). The possibility that their academic focus might stray from the community colleges' strong teaching focus has been noted as a challenge in other states already offering baccalaureate degrees at their community colleges (Skolnik). These concerns notwithstanding, the need for additional higher education access, financial constraints at the governmental and institutional levels amidst rising costs, and

the socio-economic backgrounds of students may be laying the groundwork for many more states to authorize community colleges to offer and confer baccalaureate degrees (Skolnik).

The success of the CCC Baccalaureate Degree Pilot Program is dependent upon addressing the concerns of critics. However, such success will also be significantly dependent upon the ability of leadership at each of the 15 campuses to communicate a vision for the successful implementation of the degrees at their colleges, create an environment that fosters collaboration and innovation, and seek buy-in at all levels of the institution. Leadership must also be able to move dexterously through the requirements of the California state legislature and the CCC Chancellor's Office approval process for new degrees, as well as successfully navigate the political terrain at both the state and local levels.

The pilot program will require 15 independently governed community colleges to implement a broad range of programs within diverse communities. Each campus will need a baccalaureate degree committee to focus on implementing the degrees from a design thinking perspective, and to help create what may become a prototype for offering baccalaureate degrees at community colleges in California. Ultimately, the CCC Baccalaureate Degree Pilot Program may create a trajectory for the expansion of the pilot program to all California community colleges. These 15 baccalaureate degree prototypes, each built upon trial and error, will provide a sound basis of experiences such that other colleges can draw upon the lessons learned when implementing additional baccalaureate degrees that may be authorized by the California state legislature in the future.

CHAPTER 3: RESEARCH METHODOLOGY

Introduction

The purpose of this study was to explore the processes, policies, and procedures developed and used, the challenges faced, and the promising or emerging practices identified by community college administrators and faculty during the establishment of a baccalaureate degree program at Skyline College in California. Furthermore, this study sought to study the leadership provided by senior management during the implementation of the baccalaureate degree program using the lens of a design thinking model of change. There are currently 21 other states that allow their community colleges to offer baccalaureate degrees (American Association of Community Colleges, 2015). In 2014, the legislature of the state of California passed legislation approving a pilot program for the implementation of baccalaureate degrees in specific program areas at 15 community college campuses (California State Senate Bill 850, 2014).

This study was a qualitative study, utilizing an intrinsic case study design, of the implementation of a baccalaureate degree program at one of the 15 colleges approved to pilot a baccalaureate degree by the California Community Colleges Chancellor's Office (California Community Colleges Chancellor's Office, 2015c). The research questions upon which this study was based are:

- 1) What were the processes and procedures supporting the implementation of the baccalaureate degree program at Skyline College in California?
- 2) How did the leadership approach of Skyline College's senior administrators influence the experiences of others involved in the development and implementation of the baccalaureate degree program at Skyline College in California?
- 3) What are the promising and emerging practices that support the implementation of a

baccalaureate degree program at a community college in California?

Research Design and Rationale

Design

A qualitative study, utilizing an intrinsic case study design, allowed this study to “focus on a ‘case’ and retain a holistic and real world perspective” (Yin, 2014, loc. 684 of 7810). The intent of the researcher in conducting this intrinsic case study was to explore - through interviews, analysis of documents, and archival data (Stake, 1995) - the implementation of a baccalaureate degree program at Skyline College, one of the colleges participating in the CCC Baccalaureate Degree Pilot Program. For the purposes of this research project, a case study was defined as an in-depth examination of a clearly defined, or bounded, phenomenon, wherein there are many aspects of interest to study, multiple sources of data, and prior research is used to guide the study design (Creswell, 2014; Yin, 2014). As noted by Creswell (2014), a case study may focus on “a single individual, several individuals separately or in a group, a program, events, or activities” (p. 465). The intent of this case study was to develop a comprehensive understanding of the implementation of a baccalaureate degree program on one specific community college campus.

Rationale

The case study research methodology allows the researcher to look in-depth at the phenomenon being studied (Creswell, 2014). Yin (2014) suggested that case study design lends itself to exploring a phenomenon when the research questions seek to find out “how” or “why” the process or activity being examined works. All but one of the research questions in this study are "what" rather than "how" or "why" questions. However, the underlying purpose of the questions was to discover how the college implemented the baccalaureate degree program and

why the college is engaged in those particular activities. The questions were designed this way to avoid making study participants feel defensive during the interview, and perhaps causing them to be less forthcoming. "Why" questions, in particular, were avoided for this reason (Yin, 2014).

Lincoln (n.d.) noted that qualitative studies provide the opportunity for “seek[ing] a different kind of understanding from numerate discourses” (p.156). The case study design provided the opportunity for understanding the implementation of the baccalaureate degree program at Skyline College from several different perspectives. In this study, the various perspectives of the participants regarding the baccalaureate degree implementation on their campus were pieced together to form an accurate picture of why and how the district implemented the baccalaureate degree at the college, the type of leadership used during the development and implementation process, and the impact on the college community (Yin, 2014). The case study methodology was also suitable for using data triangulation - comparing multiple data sources to ensure the findings and conclusions of the study are valid (Johnson & Christensen, 2014; Yin, 2014).

Site and Population

Site Description

The study site is a suburban, community college campus in Northern California, chosen for convenience because of proximity to the researcher and the willingness of the college president to participate in the case study. Skyline College is one of three colleges in the San Mateo Community College District, serving over 15,000 students and approximately 8,500 full-time equivalent students in 2016. Hispanic and Caucasian students make up the majority of the student population. The student population skews female, with 52% of the students being female, 46% male, and 2% declining to state their gender.

The college submitted an application for approval to participate in the CCC Baccalaureate Degree Pilot Program to the Chancellor's Office in December 2014. The college's application was recommended for approval by Chancellor's Office staff to the Board of Governors at the Board of Governors' meeting in January 2015. The application received final approval, along with those submitted by 11 other colleges, by the Board of Governors at its March 2015 meeting.

Site access. The college does not have an IRB process. However, approval from the president of the college was required to conduct the case study. The former Vice Chancellor of the Academic Affairs Division for the Chancellor's Office requested and was granted permission from the president of the College, Dr. Regina Stanback Stroud, for the researcher to conduct the study. The researcher followed up with an email to President Stanback Stroud, briefly explaining the purpose of the study, and requesting a follow-up phone call to discuss the involvement of the college's administrators, faculty, and professional staff in the study. During that phone call, the purpose of the research was discussed in more detail, along with the types of questions that would be asked, the scope of the study, and the benefits the college might gain as a result of the study. The president of the college then provided a letter granting formal permission for the study to be conducted at the college. In addition, the researcher submitted an application to the Institutional Review Board (IRB) at Drexel University for approval prior to collecting data for this study.

Population Description

The population for the study was determined using convenience and snowballing sampling methods. The target population included a maximum of 11 administrators and three faculty members at the study college. The potential participants were identified based on their

involvement in the development and implementation of the Respiratory Care Baccalaureate (Respiratory Care BA) degree at Skyline College to ensure a full spectrum of viewpoints was included in the study, and then selected for inclusion if they were willing to participate in the study (Creswell, 2014). The final study population included 11 administrators and four faculty members. President Stanback Stroud also agreed to be interviewed, thus bringing the total to 15 interviewees. The selection of the study participants will be discussed further in the following sections describing the single and focus group interviews.

Research Methods

The case study methodology requires data collection from several different sources to gain a thorough understanding of the phenomenon being studied, and to provide evidence from various sources to support the conclusions of the study (Creswell, 2014; Yin, 2014). The data sources used should provide the best data available to enable the researcher to identify consistent themes within the data, and to form an accurate understanding of the case being studied.

Although there is no exact number of how many data sources should be utilized for a case study, Yin (2014) claimed that enough data should be collected to support the main themes identified in the study and to show that the research included conflicting viewpoints.

Description of Methods Used

The data for this study was gathered from four of the six data sources commonly used in case studies (Yin, 2014):

- Semi-structured interviews,
- Direct observations,
- Archival data,
- Documentation (Yin, 2014).

The two sources of data not used – participatory observation and artifacts – are not relevant to the study.

Semi-structured, single interviews. Interviews are often the primary data collection method for case study research (Yin, 2014). The semi-structured interview is often used because more open-ended questions are conducive to the goal of "elicit[ing] stories of experience" from study participants, and allowing participants to frame their own answers rather than being influenced by the researcher (Creswell, 2014; Schwandt, 2015, p. 171). Although there were set questions which pursued a topic or range of topics for the interviews on the Respiratory Care BA degree at Skyline College, the conversation in the semi-structured interviews was fluid, allowing the interviewer to follow the conversational lead of the interviewee while simultaneously ensuring specific questions were covered (Yin, 2014). This case study included 15 individual, semi-structured interviews with 10 college administrators, four faculty members, and the president of the college. The goal of the interviews was to understand the implementation of the baccalaureate degree at the college from the various perspectives of the various interviewees, as well as to understand the role of the study participants in the degree implementation process.

Instrument description. With the exception of President Stanback Stroud, study participants were asked a specific pattern of 15 interview questions, with an additional two supplemental questions if time permitted (see Appendix A). The interview with Dr. Stanback Stroud was unstructured without predefined questions. The length of the interviews varied from approximately a half hour to one hour. Probing and clarifying questions were used during the interview to assure depth and breadth in the data, to seek clarification, and to pursue relevant topics of interest (Creswell, 2014). The goal of the interviews was to gather different perspectives from the interviewees that would lead to an accurate picture of the implementation

of the Respiratory Care BA degree at Skyline College and the perceived impact on both the institution and the college community. The interviews were recorded and transcribed verbatim for later analyses. The interviewer also took notes during the interview. With the exception of President Stanback Stroud, who consented to be identified, the confidentiality of the interviewees has been protected by assigning pseudonyms or by combining the interview responses into a composite so that individual responses cannot be identified (Schwandt, 2015; Yin, 2014).

Participation selection. The study participants were chosen using snowballing and convenience sampling methods, and included administrators and faculty at Skyline College (Creswell, 2014). Snowball sampling was the primary tool used to identify potential study participants because the administrators and faculty were recommended for inclusion in the study by college administration or other study participants (Creswell, 2014; Eller et al., 1999). The administrator population interviewed included directors, deans, and members of the executive management and BA Steering Committee teams responsible for making decisions regarding the baccalaureate degree implementation. In addition, the President of Skyline College, Dr. Regina Stanback Stroud, also participated in the study.

Since bringing a baccalaureate degree program to campus impacts all faculty, not just the faculty teaching the upper division courses, a diverse selection of faculty members was also interviewed to provide a counter balance to the administration's viewpoint on the new program (Eller et al., 1999). The target population included:

- Faculty who teach the upper division courses for the baccalaureate degree program;
- Faculty from the baccalaureate degree program area who teach lower division courses; and/or

- Faculty who teach in other program areas.

Participant identification. The participants were selected based on their meeting the criterion discussed above, their assignment to or work with the BA Steering Committee, a recommendation from another administrator or faculty member, and/or their assigned program areas of teaching. Inclusion in the study was based entirely on convenience and the willingness of the participants to be interviewed, the criterion for inclusion notwithstanding.

Participation invitation. The potential study participants were first sent an email from President Stanback Stroud notifying them that the researcher would be on campus studying the Respiratory Care BA degree and would be inviting them to participate in the study. The researcher asked the chair of the college's Baccalaureate Degree Steering committee (BA Steering Committee), Dean Ray Hernandez, for a list of people involved with the implementation of the baccalaureate degree at the college. Upon receiving the list of potential study participants from Dean Hernandez, the researcher sent each of the 16 individuals on the list an email inviting him or her to participate in the study (see Appendix B). Fifteen of the people on the potential interviewee list responded to the researcher's email, indicating that they would be willing to participate in the study. Of those 15, the researcher interviewed only 14. This was because the researcher and the remaining individual could not align schedules. In addition, during the course of the interviews, one participant suggested speaking to an additional faculty member. The same invitation to participate in the study was sent to that individual, but there was no response. The final list of study participants included four faculty members and 10 administrators. President Stanback Stroud also agreed to be interviewed, bringing the total number of interviews to 15.

Upon acceptance of the invitation, the interview time and location was scheduled, with emphasis given to the convenience of the interviewee regarding the location. The consent form was sent to each participant before the start of the interview and participants were assured of confidentiality (see Appendix C). The researcher obtained verbal consent from interviewees before the interview began, following Drexel University's IRB Policy on Human Subjects.

Data collection. Data was gathered from 14 administrators and faculty at the college through the administration of the interview protocol. The interviews took place over a six-week period in April and May of 2017. Nine interviews were conducted in person at Skyline College; five were conducted via teleconferencing, and one by telephone. The interviews were audio-recorded on two separate recording devices. This was done to ensure the data was captured in the event of failure by one of the devices. The interviews were later transcribed verbatim and the information garnered used to inform this case study.

All recordings of the interviews and the transcription files are stored on the researcher's personal computer, which is protected with a pass code to assure confidentiality. Hard copies of information obtained from the interviews are kept in a locked file cabinet in the researcher's home office, and are not available to anyone except the researcher and her supervising professor.

Focus group. An informal focus group interview was conducted in April 2016 with four individuals from the California Community College Chancellor's Office administrators and staff assigned to implementing the CCC baccalaureate degree, and other college representatives who assisted the Chancellor's Office in developing and implementing the baccalaureate degree pilot program through participation in statewide and regional symposiums and meetings. The purpose of the state level focus group interview was to provide context for the state's efforts during the implementation of the California BA Degree Pilot Program for the literature review in Chapter 2

of this study, and for data gleaned from the interviews of administrators and faculty at the Skyline College. The focus group interview was appropriate for this group because of the small number of people who were involved, and their cumulative knowledge regarding how the CCC baccalaureate degree was implemented at the state level and disseminated to the baccalaureate degree pilot districts (Creswell, 2014; Yin, 2014). While this group did not have a shared experience with administrators and faculty implementing the baccalaureate degree at the study site, they did have a shared perspective of how the CCC baccalaureate degree was developed and disseminated to the districts participating in the CCC Baccalaureate Degree Pilot Program.

Instrument description. Focus group participants were asked a set of five questions over an hour and twenty minutes (see Appendix D). As with the single participant interviews, probing and clarifying questions were used during the interview to assure depth and breadth in the data, and to follow up on answers that appeared to need clarification (Creswell, 2014). The goal of the interview was to make sure that each participant's voice was heard and, to the extent possible, make sure each participant was able to provide their perspective of implementing the CCC baccalaureate at the state level without interruption (Creswell, 2014). The focus group interview was recorded and transcribed verbatim for later analyses to the extent possible, given that, at times, multiple voices overlapped each other. The interviewer also took notes during the interview. Finally, the confidentiality of the interviewees was protected by combining the focus group interview responses into a composite so that individual responses cannot be identified (Yin, 2014).

Participation identification. The focus groups participants were identified based on their responsibility for the planning and implementation of the CCC baccalaureate degree at the state level. The target population includes CCC Chancellor's Office administrators and staff assigned

to implementing the CCC baccalaureate degree and other college representatives who assisted the Chancellor's Office in developing and implementing the baccalaureate degree pilot program through participation in statewide and regional symposiums and meetings.

Participation selection. The participants selected for the study group were chosen based on their responsibility for the planning and implementation of the CCC baccalaureate degree at the state level and convenience, i.e. their willingness to participate in the focus group (Creswell, 2014).

Participation invitation. The California Community Colleges Chancellor's invited people based on the criteria discussed above for an informal focus group. Since this was a statewide group intended only to provide context to this study, the Chancellor's Office invited people to participate in the informal discussion. Four people agreed to participate, including two Chancellor's Office staff and two people who had assisted the Chancellor's Office with the implementation of the CCC BA Degree Pilot Program. The interview date and time was set by the Chancellor's Office at the convenience of the participants, with two people participating in person and two by phone. Focus group participants were assured of confidentiality, although there did appear to be willingness to be named on the part of at least one attendee. However, other participants preferred to remain anonymous, so the responses from the focus group are shown as a composite. The researcher obtained consent from the focus group before the interview began, following Drexel University's IRB Policy on Human Subjects.

Data collection. The focus group interview was conducted in a private space with the door closed for privacy. The interview was audio-recorded on two separate recording devices to ensure the data was captured in the event of failure by one of the devices. The interview was later transcribed verbatim to the extent possible. The information thus garnered was used to

inform Chapter 2 of this case study and to provide context for the findings and interpretations in Chapter 4.

All recordings of the interview and the transcription file are stored on the researcher's personal computer, which is protected with a pass code to assure confidentiality. Hard copies of information obtained from the interview are kept in a locked file cabinet in the researcher's home office, and are not available to anyone except the researcher and her supervising professor. All data will be destroyed within three years of the study completion.

Field notes. The interviewer took notes during the single interviews and focus group interviews, using the Field Notes/Observation protocol (see Appendix E).

Instrument description and data collection. The notes taken by the researcher included descriptions and impressions of study participants, highlights of items that stood out during the conversations, indications of items that required follow-up or further research, and the interviewer's reflections on the interview. The field notes are kept in notebooks stored in a locked file cabinet in the researcher's home office and are not available to anyone except the researcher and her supervising professor. All data collected during the single interviews or focus group interviews will be destroyed within three years.

Participant selection, identification, and invitation. Field notes were taken during the interviews as discussed previously. Thus, separate participation selection, identification, and invitation protocols were not applicable for this item.

Direct observations. Direct observations are a way of seeing the case in its setting as activities are occurring (Yin, 2014). This case study included observation of study participants during the single and focus group interviews, board meetings (Chancellor's Office Board of Governors or San Mateo CCD), and other activities, such as regional seminars, wherein data was

collected by observing the activities of state administrators and staff and college administrators and faculty tasked with implementing the baccalaureate degree (Yin, 2014). As with the interview protocol, an observation protocol was developed so that notes were taken in a consistent manner at the various meetings. This was done so that any themes that emerge from the various data sources could be readily identified.

Instrument description and data collection. The researcher recorded hand written notes at meetings using the same Field Notes/Observation protocol that was used to record observations during the interviews (see Appendix E). The notes taken by the researcher included descriptions of the meeting participants, highlights of items that stood out during the meeting, and indicated items that required follow-up or research after the meeting. The field notes are kept in notebooks stored in a locked file cabinet in the researcher's home office and are not available to anyone except the researcher and her supervising professor. All notes pertaining to the study will be destroyed within three years of the study completion.

Meeting selection, identification and invitation. The meetings attended were evaluated on a case-by-case basis for their usefulness to the study and their accessibility for the researcher. Therefore, selection, identification, and invitation protocols were not applicable.

Documentation. Documentation within a case study is used to corroborate data collected from other sources or to provide additional information about the phenomenon being studied (Yin, 2014). Data was collected for this study from many documents, including board items and agendas, letters, memos, internal records, and newspaper articles.

Instrument description and data collection. The researcher used the same Field Notes protocol for taking notes on documents (see Appendix E).

Meeting selection, identification and invitation. This item is not applicable for reviewing documentation.

Archival data. Archival data (e.g. records, statistical data, and other documents) may be integral to a case study to a greater or lesser extent, depending upon its value (Schwandt, 2015; Yin, 2014). If archival data is used, its accuracy must be verified and the researcher must understand the purpose for which the data was produced in order to identify any potential bias.

Archival data was used in this study to support data from other sources, and included items such as district enrollment data, higher education national enrollment data, and Chancellor's Office and college data about the new baccalaureate degree pilot program, including board agenda items and minutes.

Data Selection. Research was conducted on federal, state, and college websites to find primary source material that validated and supported data gleaned from other sources during the case study. This data was primarily from public data sets.

Identification and invitation. Identification and invitation are not applicable to the collection or archival data.

Data Analysis Procedures

The data analysis for a case study involves reviewing all the data and looking for patterns, broad concepts or themes, and then coding the data (Creswell, 2014; Yin, 2014). Creswell (2014) defined coding as an inductive process involving "segmenting and labeling text to form descriptions and broad themes in the data." Like categories are then grouped together to identify larger themes (p. 243). An inductive approach was used in this study to identify consistent themes occurring in the data from interviews, observations, field notes, and archival data. Johnson and Christensen (2014) defined research validity as "the correctness or truthfulness

of the inferences that are made from the results of the study” (p. 279). Triangulation and member checking were used to validate the findings and conclusions of this study, as discussed later in this chapter.

Themes

The researcher analyzed the data by first reviewing the interview transcripts and field notes taken during the interviews, direct observations, or when reviewing documents and archival data. The audio recordings from the semi-structured interviews were transcribed in Microsoft Word and then imported into Atlas.ti (2008) for coding to identify patterns within the data and the emerging themes and sub-themes. Atlas.ti is a software program designed for use in qualitative research that helps researchers analyze and code the data in a systematic fashion so that themes, subthemes, and findings can be identified (Atlas.ti (MAC), 2008). The codes were then used to develop a composite description of the implementation of the baccalaureate degree at Skyline College from the perspectives of the interviewees, to identify major themes and subthemes in the data, and to note answers to specific research questions (Schwandt, 2015; Yin, 2014).

Coding the data can “*summarize, distill, or condense* data, not simply *reduce* them” (Saldaña, 2013, p. 4). Two coding passes were performed utilizing the Atlas.ti coding software. The first cycle of coding was done with Atlas.ti’s “In Vivo” function to identify important concepts and data expressed in the interviewee’s own words. Values coding was also used during the first cycle to note the “participant’s integrated value, attitude, and belief systems at work” (Saldaña, 2013, p. 105). The goal of second cycle coding was to “develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of First Cycle Codes” (Saldaña, 2013, p. 207). During second cycle coding, a combination of open coding was utilized

to identify major categories, or themes, in the data that accurately captured the views expressed by the study participants (Creswell, 2013). Codes were then assigned for data that supported each theme or category to identify sub-themes. Pattern coding was also used to compare the data across the transcripts of all interviews. Once the data were coded into groupings, the commonalities and patterns emerging within the data were more readily discernible.

Validating. The qualitative research process requires the researcher to confirm that findings are accurate and the interpretation of the data is supported by various data sources (Creswell, 2014; Johnson & Christensen, 2014; Yin, 2014). Triangulation and member checking were used in this study to ensure the validity of the study findings and conclusions.

Triangulation. Triangulation – the process of confirming that the data from different sources supports the themes emerging from the research – is often used to validate findings in case studies (Creswell, 2014). This is one of the reasons multiple data sources are used in case studies so that themes, findings, and conclusions are validated by multiple sources, thereby ensuring the validity of the study (Creswell, 2014; Johnson & Christensen, 2014). From the interviews conducted as part of this study, consistent themes were identified, and documents and other records, as well as the focus group interview, were analyzed to determine whether the information corroborates the data from the interviews.

Member checking. Member checking, another method used to verify the accuracy of study findings, was also used in this study. Study participants were asked to review the descriptions, themes, and findings of the study to confirm the accuracy and validity of the information (Creswell, 2014).

Stages of Data Collection

Two stages of data collection were used in this study. The first of these was the review and analysis of documentation and archival data. The data from these methods was analyzed to identify themes or subthemes for incorporation into the design of the questions for the semi-structured interviews. The researcher also reviewed the available documentation and records to develop a better sense of why Skyline Community College District chose to submit an application to participate in the baccalaureate degree pilot program, why the district chose the specific baccalaureate program area that it did, and how the application process progressed between the district's submittal of the application in January 2015, approval of the program by the California Community Colleges Board of Governors in May 2015, and implementation of the baccalaureate degree program in fall of 2016. Analyses of these written and/or online documents assisted the researcher in understanding the context within which the district asked for and received approval to offer the baccalaureate degree, and provided a foundation for the next stage of the research.

The semi-structured interviews, single interviews, focus group interview, and direct observations comprised the second phase of data collection. The semi-structured interviews – the individual interviews and the focus group interview – took place in April and May of 2017, after Drexel University and its Institutional Review Board (IRB) approved the study in March 2017.

Ethical Considerations

The Drexel University IRB examined the study design to ensure the design fell within the IRB rules for protecting study participants (Yin, 2014). Other guidelines for ethical research that were followed in this study included:

- Being clear and honest with participants about the purpose of the study and getting their consent to participate;
- Maintaining confidentiality and using pseudonyms for study participants;
- Being a careful observer when attending meetings pertaining to the degree implementation so the researcher's presence did not impact decisions made at the meeting;
- Maintaining the data collected on the researcher's encrypted personal computer and in a locked file cabinet in the researcher's home office and destroying the data within 3 years after study completion;
- Sharing results with the study participants and college so that they receive benefit from the study, i.e. so there is reciprocity between the researcher and the college and study participants (Creswell, 2014; Yin, 2014).

Creswell (2014) also discussed various issues that may arise during the study, particularly those likely to arise during the interview phase, in which clear boundaries may need to be set about the role of the researcher. Given that the researcher is an administrator in a neighboring community college district, the researcher had initial concerns there might be some reluctance for study participants to talk freely during the interviews. However, the researcher assured study participants that information gained during the course of the study or during interviews would remain confidential. Given that assurance, study participants were very open and participated willingly in the study. For her part, the researcher gained much knowledge from the study participants not only about the development and implementation of the Respiratory Care BA degree at Skyline College, but about other issues germane to the California Community Colleges system.

CHAPTER 4: FINDINGS, RESULTS, AND INTERPRETATIONS

Introduction

The purpose of this case study was to explore the implementation of a baccalaureate degree at a California community college selected to participate in the CCC Baccalaureate Degree Pilot Program. The study site was Skyline College, a suburban community college campus in Northern California. Skyline College is one of three community colleges in the San Mateo Community College District, and one of the 114 colleges in the California Community Colleges system. The study analyzed the processes, policies, and procedures developed and used, the challenges faced, and the promising or emerging practices identified by community college administrators and faculty in the establishment of a baccalaureate degree program. Furthermore, this study examined the leadership provided by senior management during the implementation of the baccalaureate degree program through the lens of a design-thinking model of change.

Participant Overview

The study participants were 15 administrators and faculty involved with the development and implementation of the Respiratory Care Baccalaureate degree program at Skyline College. As shown in Table 3 below, four faculty members and 11 administrators participated in the study, including the college President, Dr. Regina Stanback Stroud. Table 3 shows that the average tenure of study participants at Skyline College was 9 years, 13 years in the California Community Colleges system, and 18 years in higher education. Table 3 also shows the manner in which the interview was conducted, either in person or remotely via video conferencing or telephone.

Table 3

List of Administrators and Faculty Interviewed at Skyline College

Position	Study Name	Interview Method	Range of Years of Experience		
			Skyline College	Community College	Higher Education
Administrator	Jason	Remote	1-5	1-5	20+
Administrator	Mary	In-Person	6-10	6-10	6-10
Administrator	Nathan	In-Person	1-5	1-5	16-20
Administrator	John	In-Person	1-5	11-15	11-15
Administrator	Kari	In-Person	20+	20+	20+
Faculty	Brett	Remote	6-10	6-10	6-10
Administrator	Grace	In-Person	1-5	1-5	20+
Faculty	Janet	Remote	1-5	15-20	15-20
Administrator	Eric	Remote	20+	20+	20+
President	N/A	In-Person	16-20	20+	20+
Faculty	Cathy	In-Person	1-5	1-5	N/A
Administrator	Scott	Remote	1-5	6-10	15-20
Faculty	Jenn	In-Person	1-5	6-10	6-10
Administrator	Teresa	In-Person	20+	20+	20+
Administrator	Cheryl	Remote	N/A	N/A	N/A

Note: The Remote Interview Method was through the use of Skype or telephone.

The research questions that guided this study were as follows:

- 1) What were the processes and procedures supporting the implementation of the baccalaureate degree program at Skyline College in California?
- 2) How did the leadership approach of Skyline College's senior administrators influence the experiences of others involved in the development and implementation of the baccalaureate degree program at Skyline College in California?
- 3) What are the promising and emerging practices that support the implementation of a baccalaureate degree program at a community college in California?

Findings

The interviews took place at the convenience of the interviewees, either at Skyline College or remotely via teleconferencing or telephone. The interviews were all recorded, and then transcribed by Rev.com. The researcher later listened to the recordings and made necessary revisions to ensure the accuracy of the transcripts. The researcher then coded the interviews to identify patterns in the data and the emerging themes and sub-themes. Atlas.ti coding software was used to organize the data from the interviews, and two coding passes were done. In Vivo coding was used during first cycle coding wherein study participants' words were used as the code to identify key quotations or phrases (Creswell, 2014; Saldaña, 2013). Open coding was utilized for the second pass through the data, wherein first cycle codes were either dropped because they were deemed to be outliers or not germane to the study, or reorganized to identify major categories, or themes in the data that accurately captured the views expressed by the study participants (Creswell, 2013; Saldaña, 2013). Additional codes were then grouped together for data that supported each theme or category to identify sub-themes.

Each of the study participants provided a different perspective about the development and implementation of the Respiratory Care BA program such that, with the conversations viewed in totality, the researcher was able to "segment[ing] and label[ing] text to form descriptions and broad themes in the data" (Creswell, 2014, p. 243). There did not appear to be differences in responses to the interview questions based on whether participants were faculty members or administrators, except to the extent that more detail was provided, for example, about course content or administrative procedures, respectively. The method of the interview, (whether they were interviewed in person or remotely), also did not appear to have any bearing on interviewees' attitudes and opinions regarding the baccalaureate degree at Skyline College.

Four themes emerged from the approximately 13 hours of interview data: (a) strong leadership; (b) transformational environment; (c) culture of innovation; and (d) promising practices. These themes and their subthemes are displayed in Figure 3, and will be elaborated upon in the next sections of this chapter.



Figure 3. Themes and subthemes resulting from data coding.

Strong Leadership

The Respiratory Care BA at Skyline College was the result of strong leadership provided at the state, district, and campus level by the Chancellor of the San Mateo Community College District, the President of Skyline College, and the Dean of the Science/Mathematics/Technology Division.

Program champions/advocates. Ron Galatolo is the Chancellor of the district and was very active in championing the California Community College baccalaureate degree at the state level, including advocating for prior legislation that failed and for California Senate Bill 850 (2014), which approved the California Community Colleges Baccalaureate Degree Pilot Program (CCC BA Pilot Program). Scott stated:

The Chancellor ... with the board and others ... has been the driving force behind that [advocating for the CCC BA Pilot Program]...the reason that Skyline got the application is because our president, in working with the chancellor, recognized that this is an eventuality and so that we would be ready as soon as it passed to be the first college to submit [an application to the Chancellor's Office] and then, as soon as it [SB 850] passed, the first opportunity to submit the substantive change to the ACCJC [Accrediting Commission for Community and Junior Colleges].

This is how Eric described Chancellor Galatolo's confidence that the CCC BA Pilot Program would come to fruition:

The chancellor really wanted to ensure that our district was poised should that come to fruition. Not should - but when - it would come to fruition. So we've always had on his mind -and therefore the board's mind -different programs, including respiratory care, as a really good fit.

President Regina Stanback Stroud shared Chancellor Galatolo's confidence that the pilot program would be approved, and worked to ensure that Skyline College was ready to submit an application for the Respiratory Care baccalaureate program upon the California state legislature's passage of SB 850. Skyline College's two sister colleges, San Mateo College and Cañada College, also had baccalaureate degree proposals. However, the district did not want to submit

three competing proposals. Dr. Stanback Stroud described the reason Skyline College's Respiratory Care BA program was chosen over the baccalaureate degree proposals of Skyline College's sister colleges:

Any of the three colleges could have proposed something. We agreed at a district level between the three presidents and the chancellor, we agreed that we [Skyline College] were the most ready.

To make sure the college would be ready to submit the application upon approval of SB 850, President Stanback Stroud worked closely with the President's Advisory Committee and industry leaders to ensure that graduates of Skyline College's Respiratory Care program would meet the workforce needs:

We had been working with the accreditation people for respiratory therapy, we had been working with our advisory committee, [and] we had been developing curriculum. Because our respiratory therapy director knew, not that we were going to be able to offer the bachelor's degree, but knew that the bachelor's degree was going to be the required entry for the minimal level of competency at some point, we had started transforming our program in order for the students to meet those requirements regardless of whether they had a bachelor's degree or not. So, because we had started doing those things, and we had recently had the building built and the new respiratory therapy lab done ... we were set, we were most able to implement.

The district submitted an application for participation in the CCC BA Pilot Program in December 2014. Skyline College's Respiratory Care BA program (then called Respiratory Therapy) was on the list submitted by CCC Chancellor's Office staff for inclusion in the pilot program at the CCC Board of Governors' meeting in January 2015, and was formally approved by the Board of Governors in March 2015. After the Respiratory Care BA was approved for participation in the pilot program, Ray Hernandez, the Dean of the Science/Mathematics/Technology Division, appeared to become the leading advocate for the development and implementation of the Respiratory BA degree at the college level. Dean Hernandez led the Baccalaureate Degree Steering Committee (BA Steering Committee) and, as Grace said, "It's Ray's area, so he was passionate about it."

Leadership standards. Administrators and faculty clearly looked to President Regina Stanback Stroud and Dean Hernandez for leadership, guidance, and communication regarding the Respiratory Care BA program at Skyline College. This is evidenced by the fact that over the course of 15 interviews, Dr. Stanback Stroud was mentioned by name 240 times and Dean Hernandez 300 times. Dr. Stanback Stroud spoke about her stance on providing leadership at Skyline College by posing the question, “What kind of administration do the faculty, staff, and students deserve?” She answered this decisively, stating:

They deserve to have a leadership that is going to really take this college into the future. They deserve that. They work hard. They dedicate their life's work to this stuff. Students come in and bring themselves and invite us into their lives every year. So they deserve that. So the work we've been doing is about our own capacity to be great leaders. Not just managers, great leaders.

Leadership standards of excellence. According to President Stanback Stroud, Skyline administrators are offered professional development opportunities and attend leadership retreats, all focused on how the management team can become the leaders that the Skyline College community deserves. Dr. Stanback Stroud explained that one of the leadership retreats resulted in the creation of the Leadership Standards of Excellence (Appendix F), which provide standards around key areas – integrity, effectiveness, collaboration and teamwork, and deliberate focus - for how Skyline College’s leadership team will function as leaders to affect specific change at Skyline College: (a) to improve rates into transfer level coursework in Math and English by 50% for incoming students; (b) to achieve a 75% on-time completion rate for students’ transfer, degree or certificate educational goals; and (c) for Skyline College to be ranked as one of the “Top Ten Colleges to Work For” by the Chronicle of Higher Education.

High expectations. These standards for leadership are coupled with high expectations for performance from administrators at Skyline College. Scott explained:

They [Leadership Standards for Excellence] are embedded within our job announcements; they are embedded within our evaluations. You know if you don't live up to those standards, you probably need to find someplace else to be... we are imperfect in that but the expectation is there ...to get these positions at Skyline, you have to have a certain leadership acumen to be able to guide and lead and motivate and inspire teams of people.

These high expectations are also applied to faculty and staff. John observed, "I think we hold high expectations of each other and the faculty and the staff." Grace shared this view, saying:

People work really hard here. I think the bandwidth of people here is greater than at other places. People are willing to work harder, to work longer, to do more, to see as their responsibility getting more things done. And that's in the faculty and in staff and administration as well.

Cathy also emphasized that faculty work very hard to support the students of Skyline College, saying, "We have a really good group of faculty who really want to see the program grow and so they work outside of their comfort zone often."

Regular assessment of leadership. The Leadership Standards of Excellence figure very prominently into the daily work of administrators at Skyline College, with every administrator interviewed mentioning them by name or referencing the standards in some fashion. As John described it, "We have our Leadership Standards of Excellence, which again, the president often refers to, and as deans it's often something that we're mindful of in the work that we do." The Leadership Standards of Excellence have been incorporated into the evaluation process for administrators at Skyline College, as well as being adopted by the San Mateo College District for district-wide application.

Shared vision. There is a commonality in the language used and the concepts discussed in all 15 interviews that shows a clear communication of the direction for the Respiratory Care

BA program at Skyline College and the values of putting students first, social justice and inclusiveness at Skyline College.

Developing consensus. From the perspective of administrators and faculty, there was never a question of not pursuing approval of the Respiratory Care BA at full tilt. This was because it was clear this was the direction leadership was setting--from the chancellor down to the program's director -- but also because it made sense to administrators and faculty in terms of the need for the program and the alignment with efforts already underway at the college. Scott commented, "This was definitely a direction that the district and the college knew that they were going in."

Grace's perspective was that pursuing the Respiratory Care BA program simply made sense in terms of the opportunity presented by the approval of the Respiratory Care BA for inclusion in the CCC BA Pilot Program and Skyline College's resources, including human capital:

It makes a lot of sense, right? So that we had the assets, so it's not as though we were moving forward with something where we didn't have assets or capital or any of the knowledge necessary...there really just was a lot of opportunity, everything aligned really well.

Getting buy-in. When asked what steps she initially took to create buy-in for the Respiratory Care BA degree at the campus level, President Regina Stanback Stroud looked genuinely perplexed and said, "It wasn't just buy-in, that's like asking how do you get buy-in to get this award? It is considered something that is prestigious and we are completely proud of." In fact, all study participants expressed excitement and pride that the Respiratory Care BA program had been approved for participation in the CCC BA Degree Pilot Program. Kari said, "The college really wanted to be awarded one of the 15 slots. And when we were, we were pretty stoked to do it." In addition, Skyline College leadership had been discussing the potential for the

Respiratory Care BA degree before SB 850 (2014) was passed by the legislature, so the decision to pursue the degree was not a surprise to those charged with implementing the degree. This is how Eric described the matter:

From the college perspective, all constituency groups were in the conversation even before the baccalaureate, even before the state approved it. So when it was going through all of the committees and it was getting close, we were already talking with academics... [and] administratively, and [about] all of the support services [needed] so that we have the buy-in by that time [it was approved] and it wasn't that, "oh we're going to apply for this and then we'll get to you."

Reasons for the Respiratory Care BA. Through the interviews, it became apparent that study participants shared consistent views on the need for California Community College baccalaureate degrees, both from a global perspective of increasing the number of baccalaureate degrees attained in California, and from the local perspective of providing the opportunity for the students of Skyline College to obtain baccalaureate degrees. President Stanback Stroud stated:

I would like for community colleges to be able to offer baccalaureate degrees no matter whether they are offered in other places or not...in any topic. You know why? Because there are not enough CSUs [California State Universities] and UCs [Universities of California] to offer the baccalaureate degrees that are needed in this nation, that are needed in this state. There's not enough [access].

Teresa referred the researcher to Goal #2 in Skyline College's Strategic Plan that speaks to the goal of Skyline College partnering with school districts, 4-year colleges and community groups to "increase higher education attainment in San Mateo County." She views this goal as the basis for San Mateo CCD and Skyline College pursuing the approval of the Respiratory Care BA in the CCC BA Degree Pilot Program, and says the goal is rooted in "the desire of the college district to promote and advance our students within the county." Kari expanded on the implications of the college receiving approval of the Respiratory Care BA, saying, "It's something that many of us had hoped to do for quite some time. There was never any question we were going to go for it."

Benefits to students. The culture at Skyline College is student centered, with every decision being made with students in mind, and the Respiratory Care BA was in this way no different than any other major policy or programmatic decision. President Stanback Stroud stated, “The College is so student centered and there is a student first philosophy.” Cheryl emphasized how seriously this student focus is taken at Skyline College, saying:

If you're not student first, if you're not a person that everything that you do is for...our students, then you probably have no business being here at Skyline College because that's what we're about.

Social Justice/Equity/Fairness. The decision to move forward with the Respiratory Care BA at Skyline College was, therefore, made in the context of the opportunities it would provide for the students of Skyline College, many of whom are minority and non-traditional students. For President Stanback Stroud, the driving reason for pursuing the Respiratory Care BA at Skyline College centered on social justice. She stated, “It's an issue of social justice, it's an issue of equity. It's an issue of opportunity and access, of mobility.” These themes of social justice, equity, access, mobility, and opportunity came up in different ways in interview after interview. Scott echoed this theme of social justice, saying:

Community colleges need to be able to offer the baccalaureate degree in a much broader sense because the cost of the CSU [California State University] continues to marginalize and disadvantage students who are first generation coming from communities of poverty and are predominately black and brown students... So if the CSU's and the UC's [Universities of California] are continuing to move towards this institution of elitism and marginalization of those communities, then you're damn right that the community colleges better be able to offer more baccalaureate degrees because we are going to continue to maintain a very low cost which is going to promote access.

John also commented that all of the decisions at Skyline College are measured against how well they help students, particularly the underserved student population:

The college is very equity centered. I think, from a leadership perspective, every decision that we're often charged with, it really comes down to equity and how we're helping the

students that are most underserved on our campus [to] be able to excel equitably with other student populations.

Kari reiterated the emphasis on equity and fairness at Skyline College, saying, “I think that's really been important because part of what I'm concerned about is making sure that I treat people comparably - that I do what is fair.”

Professional Requirement. Another important reason for offering the Respiratory Care BA degree is that the respiratory therapy profession is moving toward requiring baccalaureate degrees of its professionals. The majority of the students in Skyline College’s Respiratory Care BA program are already working professionals and, according to Jason, unable to access the one Respiratory Care 4-year degree program offered in California:

It's a responsibility to our students to get access to higher education or baccalaureate degrees without having to go into debt if a program isn't offered somewhere...industry is saying, “You now need a Baccalaureate degree,” that's the way it's moving... we want to have a bachelor degree in the program because in the state of California... there was only one private institution, Loma Linda, who was offering the respiratory care degree.

Jason also sees the Respiratory Care BA as an issue of equity and fairness for the students of Skyline College:

The program specific course content across the nation or across the world is the same level whether you have an AS [Associates of Science] degree or BS [Bachelors of Science] degree when you talk about respiratory care courses... If you are going through the AS degree program or the BS degree program... you have to take the same board exam... So they [students] have to be prepared at the same level ... Why not teach a student when they're preparing for the clinical specific, the program specific at the same level for the bachelor degree? Why should we not offer this degree?

Geographic Limitations. Based on her experience as a licensed Registered Nurse, President Stanback Stroud commented on similarities between the nursing and respiratory therapy professions, and agrees that students will eventually be unable to practice in the respiratory therapy field without a baccalaureate degree. Equally important, Dr. Stanback Stroud

also views community college baccalaureate degrees as an important opportunity for students who will need the Respiratory Care BA, but are place bound:

If you are a community college student that community colleges are designed to serve, you're a working person - you are not recently out of high school. You need a commuter education, not a residential education - then you don't have a chance at it - unless community colleges offer baccalaureate degrees.

Mary stressed the importance of the Respiratory Care BA program as an opportunity for students who are already employed in the respiratory care field to keep working while pursuing their 4-year degree:

I think 97 or 98% of our students who... [will be in] the graduating class have employment in respiratory care. This program has been really instrumental in terms of giving them access to a baccalaureate degree because otherwise they would not have been able to do it with work.

Grace also spoke of the potential for the Respiratory Care BA to change student outcomes for the better:

We're really aware of what our data is [sic]. What the data is at the state level and who starts at the community college. How many of those students accrue 30 units, to 60 units, complete and transfer. And the numbers are very, very low. So for students to be able to stay on this campus and complete a four-year degree, it's going to dramatically change the outcomes for that particular population of students.

Expanding Higher Education Access. Study participants also discussed the opportunity for Skyline College students to pursue a baccalaureate degree at a lower cost without having to move out of the area and to be able to continue working while doing so. Jen stated, "I am interested in just expanding access and lowering the cost of baccalaureate degrees in general." Nathan elaborated on the access issue: "The more programs you offer, so people can actually get to them, that's a win. Just access of getting [students] to the classroom is a challenge." The access provided by the Respiratory Care BA is not limited to the baccalaureate degree. Skyline College's students graduating from the Respiratory Care BA program will have the opportunity

to pursue masters and doctorate degrees. This is certainly an opportunity of which study participants hope some graduates of the Respirator Care BA program will take advantage. Jason observed that there are very few respiratory therapy professionals who hold bachelor's degrees, much less the master's degrees, required to move into management in the profession. He says, "If you have someone with a master's degree, they can certainly make a lot more money!"

BA Degree Cost. Nathan identified the cost of a degree from a 4-year institution as a significant barrier for Skyline College's students, saying, "The cost factor, that's a big road block for our constituents in this area for sure, even though we're one of the wealthiest districts in the state." Mary also views the cost of a baccalaureate degree as a barrier to many of Skyline College's students, and sees the Respiratory Care BA program as an opportunity for the students to graduate with a 4-year degree, but while incurring little or no student loan debt:

I know that my students, a lot of them they have financial barriers, [a lack of] access to resources. There are just so many things that when they graduate with a 4-year college degree they are in debt and I don't want that for our students. I saw this as, gosh, what a great opportunity to be able to get a bachelors degree and possibly not have any debt. Most of our students qualify for financial aid, so in that regard it's just a wonderful opportunity for the students.

In addition, Mary views the baccalaureate degree as having the potential to be "life changing" for students enrolled in the Respiratory Care BA program at Skyline College:

A lot of our students come from a lower socio-economic status. Many students are first generation. Many students are from our local community, which we have about 20% Filipino students, and so many of the students come from the community. I say, "life changing" because once they finish their associates program and pass the state licensure exam -I mean they could start out making \$75,000 a year - and that is life changing.

The ability of students to continue working while pursuing their degree, the potential for students to graduate without student loans, the opportunity for higher salaries immediately upon graduation, and the opportunity to pursue higher education beyond a baccalaureate degree are all factors that will make completion of the Respiratory Care BA program life changing for the

students of Skyline College. President Stanback Stroud sees these life changing impacts for the students rippling out beyond their families, and into their communities. She said, “A lot of people are going to have access to not only an education, but to employment that's going to change their family and change their communities.

Benefits to industry. The primary impetus for offering the Respiratory Care BA at Skyline College is the opportunities it will provide for the college’s students. However, study participants also feel there will be benefits to the respiratory therapy industry and ultimately to the community. Janet expressed her excitement about Skyline College’s Respiratory Care BA program as a respiratory therapy professional:

It's been a long time coming that we move our profession forward...I think the excitement of all the long-timers, like me, but not just us, the young people too - want to see the profession move... First, we need all respiratory therapists to have bachelor’s degrees. And second, we darn well better be offering them in California!

However, even more compelling than moving the respiratory care profession forward was the recognition that there is a need in the respiratory care field for qualified workers. This is how Teresa expressed this:

Everybody was supportive of this because of...the need. There's a need for students graduating with the degree. I think it's now going to be a requirement that students - people working in this field - have at least a bachelor's degree...Anything that we do that would help our students and help our businesses, because now, we're looking at business and industry who are hurting because they don't have enough staff, enough people to work in that field.

While seeing the Respiratory Care BA as an opportunity for students to have the ability to pursue higher degrees, Jason also believes graduates of the program choosing to pursue masters or doctorate degrees may be the key to filling vacancies left by retiring workers in the next five years:

It’s a big problem here...within the next five years, you will see all those managers in the Bay Area...in the health care background, they are at the age of retirement. Who's going

to replace them? Not very many master degree people are available in the Bay Area... That's why the positions of the managers or supervisors stay open two years before they find someone.

Benefits to the community. Grace shared her opinion that the community surrounding Skyline College will also benefit from having better-qualified respiratory therapists:

I think it's particularly exciting for the community, because if I think about respiratory therapists attempting to upgrade... just the entry-level standards for their profession and [students] not having access at 4-years [schools], really, to do that. And I'm thinking about the impact for the health community here, for citizens who need to have respiratory therapy, and are able to have better access to better-qualified respiratory therapists... [and] in hospitals, and other potential employers of respiratory therapists, are going to have better access to...better qualified respiratory therapists.

Formation of team. Prior to the Chancellor's Office approval of the Respiratory Care BA program, President Stanback Stroud was meeting with industry leaders about the program via her President's Advisory Committee. Dean Hernandez and Dr. Ahmed, the Respiratory Care program director, met regularly with people in the respiratory care community. This included state and national organizations focused on best practices for the respiratory care profession, the local community consisting of employers, supervisors, and managers, as well as educators from San Francisco State University, to explore pathways beyond the baccalaureate degree for graduates from Skyline College's Respiratory Care BA program. Skyline College also had an Associate Degree Respiratory Advisory Committee that included Skyline College employees, professionals from the Respiratory Care community, and graduates from the Respiratory Care associates degree program. Once the Respiratory Care BA program was approved by the CCC Chancellor's Office for participation in the CCC BA Pilot Program, the Associate's Degree Respiratory Committee was used informally to begin the development and implementation of the Respiratory Care BA, but was formally renamed the Baccalaureate Degree Steering Committee (BA Steering Committee) in fall 2015. According to Nathan, the use of the BA Degree Steering

Committee to bring the Respiratory Care BA to fruition was very much in keeping with the culture of Skyline College:

There's a very team-oriented environment on campus. Someone needs help in another division, everyone's rolling up their sleeves happy to help, and understand, and to move [as] quickly as possible... that ability to move and communicate quickly relatively speaking, depending on what it is, is critically important when trying to help students. So things, initiatives don't drag out for years as they can.

Delegation. President Stanback Stroud was a champion of the Respiratory Care BA degree and had made clear her expectations that all submittal deadlines would be met so the degree could go live in fall 2016. As Grace put it, “Once that happened [application approval]...you knew you were going to do the degree, that's what she [Dr. Stanback Stroud] wanted, and that's what the Chancellor wanted.” However, once Skyline College’s application was approved to participate in the CCC BA Degree Pilot program, Dr. Stanback Stroud delegated the authority for moving the degree forward through the necessary approval processes to college administrators, most notably Dean Ray Hernandez and program director Dr. Ijaz Ahmed.

The BA Degree Steering Committee became the vehicle used by Dean Hernandez to provide the leadership at the campus level to move the Respiratory Care BA through Skyline College’s curriculum development and approval process. The taskforce was also used to navigate through the approval processes of the CCC Chancellor’s Office, State Department of Education, and the Accrediting Commission for Community and Junior Colleges (ACCJC) before going live in fall 2016. Brett credited Dean Hernandez with providing “a very clear vision on exactly what we were doing and why we’re doing it” at the campus level regarding the Respiratory Care BA degree. Grace added, “From taking the proposal and the approved proposal... to implementation, I think Ray put together the right structure for that to happen.”

As the BA Degree Steering Committee moved through the process of getting ready to offer the Respiratory Care BA degree in fall 2016, Dean Hernandez and other managers and supervisors would follow the same practice of delegation modeled by President Stanback Stroud. Scott said, “The leadership perspective is such that people own that responsibility so when the committee goes away, there's not a concern that those detailed pieces that those folks need to do aren't going to get followed up on.” Brett described a process wherein sub-groups were formed to work on various aspects of the approval process:

We've got our Steering Committee, you know part of that is the Curriculum Committee, there's the taskforce. Again there's all these teams and workforces and committee groups and everything right, we keep bundling folks together in order to get this all done...Every step of the way it's always groups of minds getting together to decide on these things collectively...Then the individual groups were responsible for getting their own pieces done.

Team membership. BA Degree Steering Committee was already populated since it existed as the Associates Degree Steering Committee prior to the approval of the Respiratory Care BA application. The Associates Degree Steering Committee was at first used as an informal taskforce to work on the Respiratory Care BA, and people were invited to attend meetings as the group worked on different issues. In fall 2015, the group became formalized as the Skyline BA Steering Committee. This is how Eric explained it:

After the pilots were identified, we created that informal college wide taskforce...we were inviting people, focusing on people as we worked, thinking about certain things. And it wasn't until fall that we actually created a fully structured functional baccalaureate taskforce committee for the college...and so we are [the] Skyline College Baccalaureate Taskforce Committee [BA Steering Committee]. And we have representation - over representation - of all areas ... we would have at least representation from each area, at least one person. And we meet monthly and we're still doing that.

Grace explained the rolling membership of the BA Steering Committee this way:

You're used to rolling up your sleeves and being called into a meeting where you're ... It's your turn, it's your time, that you're the right person at the right time for this particular

effort. So that wouldn't have caught anybody off-guard, they would have just been, “oh, I'm in.”

Consistent communication. The BA Steering Committee became the major vehicle through which stakeholders were, and are, kept up-to-date about developments on the Respiratory Care BA degree. Cheryl said she “felt throughout the whole process very supported and kept in the loop on everything that was going on.” Grace credited the BA Steering Committee and Dean Hernandez’s strategy of bringing the right people to the table to have important conversations when they needed to happen with Skyline College’s success in bringing the Respiratory Care BA degree online in fall 2016:

Ray in particular brought the right structure to putting together ... I think he brought together the right people around the table, the right conversations happened. They happened at the right time. So I think that a lot of it is ... Again, when you provide the right design and the right structure, and there's the necessary level of communication and it kind of gets plugged into this, it will happen.

In addition to the BA Steering Committee, Jenn discussed the other ways in which the college community was kept informed about the Respiratory Care BA, saying “We have a weekly newsletter, the president might send out messages directly, [and] we have regular times when the president's speaking to the entire college.”

Engagement. The members of the BA Steering Committee were very engaged during the process of developing and implementing the Respiratory Care BA, as described by Cathy:

Here is an opportunity for everyone who supports the program to participate in discussion, to be brought up to speed on what some of the challenges have been and what some of the successes are...[and] add their expertise where needed.

Jason concurred, saying, “Everybody participated to their highest level...because everybody feels like part of the team.” Eric explained that faculty were equally invested in bringing the Respiratory Care BA to fruition, explaining:

That process [curriculum development and approval] actually was as easy and as hard as any other curriculum we've been put through. So the curriculum committee was also invested and they created those guidelines and then delivered them to us.

Support from administration. The BA Degree Steering Committee enjoyed full support from President Stanback Stroud and other administrators. Cheryl said, “Dr. Stroud has always supported whatever we do.” Scott agreed, saying “I think critical is both the expectation and the support from the highest level of leadership - that is the campus culture.” According to many study participants, Dean Hernandez provided the day-to-day leadership in implementing the Respiratory Care BA. Cathy observed that:

He sort of knows when to put on his faculty hat and understand their needs and he knows when to put on the student hat. I feel like the program from the leadership perspective is supported in the sense that they understand what it takes for the program to be successful, and then he does his best to make sure that all of the entities get what they need along the way.

Transformational Environment

The environment at Skyline College is one of near constant change, with administrators, faculty, and staff pursuing any number of initiatives designed for the benefit of Skyline College's students. As Mary commented, “there are so many initiatives going on that I think it's just part of the culture.” This is evidenced by the fact that, at the time the interviews for this study were conducted, the Respiratory Care BA degree, although it was still a priority and still moving forward, was already considered a *fiat accompli*, and clearly being looked at through the rear view mirror. This does not mean that administrators and faculty were not still looking at data and continuing to improve the Respiratory Care BA program, but the college had moved on to the next “all hands on deck” initiative – the restructuring of Skyline College to support the Guided Pathways initiative. In commenting on Respiratory Care BA's place in the continuum of many initiatives undertaken to benefit students, Jen said, “I mean in some ways it was just another

program ... but I think the other perspective too is like it was a big sea change because now it's upper division.” In commenting on Skyline College being in an era of change, John said:

I think part of that again comes from the realization that we're not good enough in meeting the needs of our students, right? Continuing to do things the same way that has been done... why would we continue to do the same things over and over, right?

This moving on to the next initiative did not appear to take away from the sense of accomplishment and recognition of the changes brought to the campus by the Respiratory Therapy BA, as Cheryl commented:

It's been a very positive change. It's something that we're very proud of, that we highlight to be able to have such a wonderful program, help our students be able to obtain their bachelors degree at a better cost. Something that's more affordable so they can be more self-sufficient and hold onto a higher paying job.

Centrality and importance of college community. Skyline College has a long tradition of the college administrators, faculty, and staff coming together to accomplish various initiatives to provide better services and outcomes for the college's students. As John explained it:

I think we hold high expectations of each other and the faculty and the staff. I think we're very much intentional about not having one-off initiatives or silo's, but instead creating initiatives that are integrated; that really address the multi-disciplinary issues that students are faced with.

Shared community values. Having a laser focus on what is good for students and saying “yes” to new opportunities for students is part of the fabric of shared community values at Skyline College. This culture emanates from Dr. Stanback Stroud and flows down to administrators, faculty, and staff. In describing President Stanback Stroud, Eric said, “You've got a clear vision, the president is accessible, she listens, she supports innovation, she supports student success. And she wants to get to yes.” According to Eric, getting to “yes” is part of the Skyline College culture:

The culture of Skyline College and the district is how do we get to yes? ... And the college is very intentional in having leaders of constituencies and leader in certain program groups that they have that mentality.

Grace agreed with Eric that the Respiratory Care BA, as with all large initiatives at Skyline College, was an “all hands on deck” affair to make the degree happen for Skyline College’s students. She said:

In kind of typical Skyline fashion it was all hands on deck, and figuring out how to put this together... We kind of start with, we're going to get to yes, just how are we going to do that... We're very focused on serving students and doing everything in our power to serve students better... when people say that they're really committed to students here, that is genuine, and it's demonstrable.

Cross-departmental collaboration and collegiality. The Respiratory Care BA and other new initiatives at Skyline College are successful largely because administrators, faculty, and staff work together for the common good. Mary believes this spirit of collaboration is a result of the leadership of Dr. Stanback Stroud and commented, “Very rarely do we work in silos. It's always cross divisional, different levels of faculty, staff, management, so we are dynamic in that regard.” Kari expressed similar sentiments about the collaboration and collegiality at Skyline College, saying:

You can pick up the phone, you can hit an email, you get an answer. Your colleagues pitch in. You wander down the hall, and stand in somebody's doorway, and say could you help me with this? And, truly, I would be very surprised if I didn't [receive help].

Community cohesiveness and solidarity. The spirit of collaboration and collegiality has translated into a cohesive college community – administrators, faculty, and staff – who readily help each other to accomplish the work that needs to be done to serve students. This culture of helping each other, or “all hands on deck” (Grace) around major initiatives is so pervasive that when asked what would happen if a colleague refused a request for help, Kari answered, “Oh, I’d be astonished!” Grace said:

It's [Skyline College] super collegial and ...sometimes it's just like, just tell me what I need to do and we're just going to do it for you. It's very unusual when you feel as though you're not getting that support, or someone's not helping you move forward an idea... It's not, "I'm taking ownership of these things, and I'm going to personally get these things done," it's, "we have agreed to take ownership of this and we're going to get this thing done."

Characteristics of campus culture. Administrators and faculty at Skyline College are not afraid of taking on big initiatives like the Respiratory Care BA degree because the campus culture is one that embodies success, confidence, and achievement. Jenn said:

I find that our leadership is not...afraid to say, "Let's do what's right for students, and let's make sure that we plan to do that and allocate resources in a way where we can take on some really big initiatives.

Skyline Shines. Skyline College's newsletter is called *Skyline Shines* and is published weekly to highlight events happening at the college. This phrase also appears to be a tag line in the mind of interview participants that embodies the spirit and culture of Skyline College.

Nathan viewed the Respiratory Care BA as a vehicle that would help students and by which Skyline College would shine:

Dr. Stroud likes to strive and have Skyline shine, as we like to say. This [Respiratory Care BA] is one opportunity to do that. She's all about helping students...When I say it, everyone else breathes it [helping students] on this campus... so if this is an opportunity to bring some of our strongest skillsets to operate programs here at Skyline College, we have expertise and we have a dean who specializes in this area because that's his background. It's a perfect opportunity to launch a bachelors program in that field.

Culture of confidence and achievement. Having successfully undertaken many such initiatives in the past, study participants were confident from the time the Respiratory Care BA was approved in the CCC BA Degree Pilot Program that the college would be successful in their goal of going live with the degree by fall 2016. Nathan never doubted the college would be successful. He said that, right from the start, he had thought, "We're going to knock it out of the park, I have no doubt about it. If we're going to do something it's doing it with excellence..."

we're going to strive to do it great. Not okay, not good, great!" Dr. Stanback Stroud offered her own version of the term "Skyline Shines," saying:

Winning for us is making sure there are resources to serve the community, making sure the college has what it needs in order to be able to do the work that it needs to do. Being successful in meeting our goals and having student success. That's what winning is for us. It's not our own personal gain. It's about our students being successful. About connecting to our community. About our community being able to count on this college to be the kind of social and cultural capital that they deserve to have access to, just like Palo Alto has Stanford. You know, we want this community to look at Skyline College as their own social and cultural capital.

Open to change. Skyline College was not always an environment that embraced change. According to Dr. Stanback Stroud, there was a period of turmoil when the college wanted to embrace change but, "Was more of a mom and pop store, where everybody pulls in and does everything, and didn't have a lot of sophisticated systems in place." Stanback Stroud observed a transition over a period of years saying she saw "A transformation in the college and I think it had a lot to do with new ideas that were being brought in, people that were being brought in, new faculty and staff, changes in leadership." John too noted the openness to change at the college, saying, "Well, if what we're doing is not really working, then why are we continuing to do the same thing? So maybe this is an approach of, let's try something different."

Results-oriented approach. Skyline College had approximately 18 months between the time the Respiratory Care BA was approved for inclusion in the CCC BA Degree Pilot Program until Fall 2016 when the district wanted to start offering upper division classes." Mary explained:

I think here at Skyline we are very task oriented, we want to complete things, we have good time management, and everyone just does what they need to do to make things happen. Whether we have a longer timeline or a shorter timeline I think we would get it done either way.

Grace concurred, saying:

I think people were really excited and...we're moving fast on this... You know that, honestly, that happens here all the time...we got this grant, or we're going to move

forward with this program, or we're going to re-design the instructional unit...we just do that.

Team approach. As mentioned previously, it is very common for Skyline College to take a team approach for large initiatives such as the Respiratory Care BA. Scott said:

It was a kind of almost a normal experience for this campus to say, “Hey, we have a brand new program, so who is it that we need to bring together to get into a room to have all of the considerations?”

The reliance on teams to solve problems is perhaps rooted in the college’s traditions surrounding shared governance, democratic participation, developing and maintaining relationships, and helping each other to solve problems.

Shared governance. The shared governance process is firmly embedded in the traditions of Skyline College, which may explain the propensity of the college to assemble teams to launch new programs. As Teresa explained it, “The culture here at Skyline... it's not up-level, down. It's usually from the ground, up. With the final decision, recommendations are brought to the top.” Cathy commented on the diversity of the BA Steering Committee saying, “The committee is diverse in its makeup. I mean you've got these folks and then faculty members and then staff members as well.” Janet said:

I feel so positively about it, the way that they've reached out...anybody who wanted to be involved was involved, the way they communicated about what was happening...the training. I was very impressed.

The course development for the general education courses was assigned to the deans in the required disciplines. However, the teams that were formed to develop the technical courses for the Respiratory Care BA included faculty and professionals from the Respiratory Care industry. This was done to ensure that students graduating from the Respiratory Care BA program would have the necessary job skills and knowledge. Janet said:

They wanted three experts in that specialty to be involved in writing the curriculum... there's so much talent in the Bay Area, they're smart enough to know...you want someone who's doing it [working in a Respiratory Care specialty] now.

Despite the expedited timeline for offering the first upper division classes in fall 2016, the program, course, and curriculum for the Respiratory Care BA went through the normal Academic Senate processes. Kari described the College's commitment to this process:

The most important of the faculty responsibilities and shared governance is curriculum...the classes were developed by faculty members. They went through the faculty curriculum committee...it's not just the individual courses. It's the program itself that had to go through that approval process, and of course that's an arm of the Academic Senate.

The team approach throughout the shared governance process allowed the courses and curriculum for the Respiratory Care BA program to be approved fairly expeditiously by the Curriculum Committee and the Academic Senate. As Brett observed:

We've got a relatively rapid curriculum review process. I'm beginning to realize after having talked to some of our colleges, sometimes it takes like a year to get curriculum all the way through. We're not that way...we can get curriculum kind of up and ready to go fairly rapidly. It did mean that we needed to really stay on top of this from the very beginning.

Democratic participation: Everyone has a say. Another facet of the team approach at Skyline College is the principle of democratic participation. In other words, as explained by Teresa, "There's always a way for people to have a say, for them to be able to participate in any of these things that are brought forward." Kari elaborated, "Once you get into the room, there's no rank." When discussing the BA Steering Committee meeting, Cathy shared thoughts similar to those of her colleagues, saying, "I would think, that is based on my lens, that it's a safe space in which a debate and discourse can take place."

Emphasis on building and maintaining relationships. The team approach at Skyline College relies heavily upon people building and maintaining relationships, both internally and

externally. As Jason explained, “The whole process of developing the team was to develop a good collegial relationship.” This coincides with Cathy’s belief that, “People engage because they have developed a relationship.” Eric observed that President Stanback Stroud’s relationship with the faculty, and that of other senior leaders, made it easier to garner support for the Respiratory Care BA, saying, “President Stanback Stroud has very strong connections with the faculty as well. So I think having a strong administrative-faculty connection is a strength of the college.”

John discussed how developing relationships and building trust with his team and colleagues is central to his leadership approach:

My leadership approach is really, at the center of it, is relationships. I really rely a lot on trust in relationships that carry the work forward. For people to be willing to have these difficult conversations, I need to have set up an environment and a culture where people feel safe having those conversations, and also disagreeing with each other.

Teresa said that Dean Hernandez “has established very tight relationships with their [respiratory care] advisory council.” Nathan credited Hernandez’s existing relationships as a strength that allowed him to successfully engage the respiratory care industry and future students:

Ray already has connections, the way this program is set up at the moment is that his contacts and connections, and the marketing has been done mostly through his office with some support from the outreach department, given the nature of the program.

Challenges. The BA Steering Committee encountered both internal and external challenges as the college moved toward implementing the Respiratory Care BA. The external challenges stemmed primarily from the ACCJC and state agencies. Internal challenges centered around distance education and time pressures to offer the first upper division courses in fall 2016.

From Brett’s perspective, the entire development process went very smoothly, notwithstanding the challenges presented by the ACCJC:

For the main part of the process, I did feel like it was very smooth. We had discipline faculty developing GE [General Education] coursework for their specific areas. We had respiratory care faculty developing respiratory care coursework. Everyone had an opportunity to ask all their individual questions and make sure everyone was on board at every stage. I feel like it has been a very collaborative effort except when for [when] ACCJC gets involved to be brutally honest.

ACCJC. The two major issues brought forward by the ACCJC were a late change in the college's ability to offer the Respiratory Care BA program 100 percent online, and the addition of a general education course requirement at the last minute, which was later rescinded.

According to Cathy:

The intention was always to offer the program in an online format. And then, as part of the accreditation process, they [College leadership] found out that they couldn't do so under the current accreditation standards. Then suddenly they're like, "Oh, we have to offer it in a hybrid format."

The college quickly moved to a hybrid format for the Respiratory Care BA program, but at the tail end of the accreditation process, the ACCJC required an additional general education course to be added to the curriculum which, if the ACCJC had not later reversed the decision, would have had detrimental impacts to students enrolled in the program. Grace stated:

ACCJC implemented, late in the game, a different requirement for the number of units ...that they were going to require. And that was a game changer. It impacted how long a student would be in the program, it impacted obviously, you know, the duration of the program. It impacted courses that we were moving through curriculum [approval]. It impacted marketing. You know, very significant impacts based on that decision.

State agencies. Nathan felt that state agencies added challenges because they were developing their rules and regulations for the community college baccalaureate degrees at the same time Skyline College was developing the Respiratory Care BA program, and thus could not tell the college the program requirements:

The [BA Steering Committee] team worked very well together. So that wasn't ever an issue. The issue is the rules and regulations from the state. So that's where we're waiting on, "Hey, we need to get things in place, we're trying to launch by this fall [2016]...we need to have some rules from you guys [the state]."

This delay in direction for certain areas from both the Chancellor's Office and the Department of Education caused issues for Skyline College in implementing the Respiratory Care BA program. However, Cheryl also noted support from the Chancellor's Office was "really important" for her area to complete their part in what needed to be done to implement the Respiratory Care BA in fall 2016. She said:

I have great things to say about the Chancellor's Office and their support... We were able to share what we had learned on our campus about how to build our systems, what worked, what didn't work... He's [Chancellor's Office representative] very communicative with all of us ... and has always [asked] what can we do to help support [the college]... as soon as something, an Assembly bill or a new Senate bill is over there in Sacramento and he wants us to know about it early and how would this affect our student population in the positive or the negative. He's always very open with us.

Although the Respiratory Care BA program moved from being a 100 percent online program to a hybrid program, the distance education aspect was a challenge for the college. Kari observed that this issue was partially resolved by hiring a trainer for faculty:

I think that one of the challenges we're facing right now is the distance education training. That's been a challenge all along, not just for this program, but for the college in general. You have to balance the need for doing something substantial in a very short period of time and the resources that you can commit to this particular project, and how many people do you hire. We did hire a really wonderful person to do the training.

Cathy concurred that the technology aspect of offering the Respiratory Care BA was challenging for some faculty:

Not only [was] our faculty new to teaching in some cases... but also new to the idea of the course management system and not only knowing the mechanics of the system, but also how to teach within the mechanics of the system particularly because this is a hybrid program and the goal is that 50% of your instructional delivery is happening online. I think that that's one of the areas in which we could grow is to be particularly in preparation for putting the program fully online...it's the one area that needs some professional development.

Eric commented on the training efforts for faculty and the incremental approach the college is taking as each class is offered:

I would say if I had to think about everything in terms of what did that short time impact the most, [a major area was] professional development for curricular design. Not the course outline, course outlines are easy to do for the most part. But it's actually the curricular and pedagogical design that I think was most impacted and we wanted to get everybody trained before the first classes started. The reality is we couldn't. So we're doing this in a step by step approach as we deliver each class, we're getting those faculty that are now preparing, while the previous set are just finishing. And ... I'd say that's a crucial point, because that's what, in my eyes, ...[is] going to make or break the success of our students.

Hiring qualified faculty. The district struggled to find and hire respiratory care specialists to teach the core courses in the Respiratory Care BA program. Teresa explained why this was the case:

It had been very difficult for the college to find somebody, to hire somebody to teach in that field because it's so competitive. They make a lot more money outside in private industry and in healthcare for them to be able to even consider working for a community college.

Jason agreed that the salary differential between private industry and the college made it more difficult to hire faculty, and also discussed the high rental rates for housing near Skyline College:

My students, when they go out year one without any experience, they make more money than we do [faculty]...there is no way you can sustain people like that [in the high rent market]. So that's the key. The faculty becomes a big issue and a big challenge and it's going to remain like that for a while.

Time pressures. Perhaps the most keenly felt challenge at the college level was the time pressure to implement the Respiratory Care BA degree by fall 2016. As Cathy noted, "I just wish that we had more time. We're often doing things under the gun." Grace agreed, saying "We're typically over-committed and working hard to make something come together quickly." Perhaps speaking to the downside of the "all-in" mentality when taking on new initiatives, Grace reflected, "If we could slow down just a little bit and learn those things in the research period, rather than in the implementation period. But that's just ... that isn't typically how we proceed."

Culture of Innovation

Over time, Skyline College has cultivated a culture of innovation. President Stanback Stroud observed that, amongst the three colleges in the San Mateo Community College District, “We were considered to be kind of the renegade college. We were considered to be the ones that cut up a little bit and were unpredictable.” Scott also commented on the innovative culture at Skyline College:

Skyline has an underlying culture of rapid innovation that is a part of how this college operates. So it is ... folks that...have come to work here are no strangers to rapidly developing programs and mobilizing resources and investing time and effort to support new and emerging programs, in particular innovating ones.

Kari said that the College’s willingness to take calculated risks is the foundation of its innovative culture:

This has always been a very innovative campus of the three colleges in the district. We're the ones who are likely to see a project, and say, “let's do this.”... We're prudent about the risks that we take, but this has always been a place where if you had an idea there was probably a place where you could find the support for it, and get it done. And that's from soup to nuts.

Sense of engagement and excitement. The Skyline College environment is one in which people are excited to participate in new initiatives that they perceive will help students. Speaking of the Respiratory Care BA, President Stanback Stroud said, “It was not hard to have the college be excited about being able to offer a baccalaureate degree.” Grace supported that assertion when describing her feelings upon learning the Respiratory Care program had been approved for inclusion in the CCC BA Pilot program - “Oh, super excited and...proud to have been selected. Really clear that it was a great opportunity for our students and for the community.” Jenn made it clear that this excitement and willingness to engage on the part of administrators, faculty, and staff is not limited to the Respiratory Care BA initiative, and described an internal innovation

grant offered by President Stanback Stroud that Skyline College employees can apply for to fund the exploration of innovative ideas:

I think that we're really encouraged to be innovative here at the campus, so I would think that's one of our other things that the leadership is really pushing...there's actually an innovation reward... it's the President's Innovation Fund... The tagline for that is to "Dream Out Loud"... we're encouraged to explore new projects...we're encouraged to do different things, to see what's going on in other places that's working well, and to jump on.

Support from existing processes and procedures. Skyline College's existing processes and procedures support the successful implementation of innovative initiatives at Skyline College. Eric credited the systems in place within the college to support the educational programs with the college reaching the goal of offering the Respiratory Care BA degree in fall 2016:

Looking back at the process, I think if you look at it from how we rolled it out here within the district and the college and the program, I think we had the system. This district is well run and very methodical, from the chancellor, the district office all the way to here. Of course here, we have our own governance system that really, really works. Thanks to our president, Regina Stanback Stroud. She advocates for the students, advocates for the program, and makes sure that things are well run to the best of her ability.

Kari also thought that the college's shared governance processes and procedures for putting together committees was a factor in the college's success in offering the BA Respiratory Care degree in fall 2016:

I would say that in general, we do have a good mechanism for putting together committees. And part of the shared governance process is the approval process for putting people on committees. It tends to be that if you're forming a committee, and you have a pretty good idea who you'd like, first of all, you've talked to them in advance to make sure that they're on board...But then [in the case of Ad Hoc committees], any faculty member who serves on a committee must be approved by the Academic Senate. That takes it back out, and puts it into an official process that then gets you a kind of backing from the larger body.

Building on success. Skyline College has enjoyed success in its innovative initiatives, and the offering of upper division classes for the Respiratory BA degree in fall 2016 is another high-profile example of the college's tradition of success. Part of the formula for success is that the college looks back to previous accomplishments to identify commonalities, assuming that what worked before *may* work again. Regarding the Respiratory Care BA degree, Nathan explained, "Once I have a program, just like if I had a new associates degree program, we do the same thing[s] with it... none of that's any different." In addition, the previous successes have given administrators, faculty, and staff at Skyline College the confidence that they can be successful at whatever they choose to pursue. This is evidenced by the fact that not one interview participant said they had doubts about the college's ability to meet the fall 2016 deadline for offering the first upper division classes. As Jason said about the Respiratory Care BA program, "We're always on the point, whatever it takes. We get things [done] on time. That was the key that brought us success."

Skyline College's developed skill set. The Skyline College community now has a lengthy and well-established tradition of successfully bringing new initiatives to fruition - often under tight time frames. When interviewees were asked if they thought administrators, faculty, and staff had developed specific skills to a higher level than typically found at other California Community Colleges, study participants suggested several key areas in which they felt the college community had developed strong skills.

Culture of inquiry. There is a culture of inquiry at Skyline College that helps support the innovative nature of the college. When asked if there was any resistance to the idea of the Respiratory BA program, President Stanback Stroud said:

Initially, there might have been some questions about GE and some concerns; they just didn't rise to the point of resistance. They rose to the point of what I call good inquiry,

good concerns raised, that helped us know how to think about it and to anticipate certain things.

Eric concurred that the initial inquiry around the Respiratory Care BA degree did not rise to the level of opposition in his mind:

There was conversation. I don't know that there was opposition. I didn't feel that there was opposition. There were questions saying, "why would we do this, why would we focus on [this]," but I don't see that as opposition, I think about that as inspiring... I would go back to the culture of the college, that the culture of the college is a culture of inquiry. And some may describe it as opposition, so I just wanted to let you know we don't think in those terms.

Flexibility of approach. The innovative culture at Skyline College appears to have engendered a high degree of flexibility amongst the study participants, with several communicating in various ways that they felt they were "learning while implementing" the Respiratory Care BA degree (Jason) or "building a bike while riding it" (Mary). Cathy described the flexibility and improvisational skills required during the implementation phase:

I think that we sometimes have to press go on things that aren't ready yet and are still under development. I think there are advantages to that because we definitely want faculty to feel flexible in the decisions that we've made about their course, like sometimes things just don't work and you have to shift them or come up with an alternate assignment. I feel like time is always the commodity to be able to do that effectively.

Grace commented that Skyline College is more apt to move forward quickly on an initiative, saying "What's unusual is when we ... slow the pace down, to do a lot of upfront analysis."

Positive attitude. The employees of Skyline College approach every new venture with a positive attitude which presupposes they will be successful, regardless of how large or small the new initiative may be, how narrow the time frame they have in which to achieve success, or the level of upheaval that may be required to existing systems within the college. Dr. Stanback Stroud remarked, "We play to win...winning for us is making sure there are resources to serve the community, making sure the college has what it needs in order to be able to do the work that

it needs to do.” Mary expressed her belief that she and her colleagues are an optimistic group that sees challenges as opportunities:

You know in every process there are going to be things to work out...I think we just look at those things as opportunities. I think this is just an optimistic group in general, as long as we know that we're doing good work for our students, I think that's the bottom line.

Bringing projects to fruition quickly. The Skyline College community is accustomed to having a number of initiatives going simultaneously and having short deadlines. In discussing the 18-month time frame for implementing the Respiratory Care BA degree, John said, “18 months...I mean for us ... it's a lot.” Grace agreed, saying, “So that's a skill set in and of itself, the ability to hold people together to meet, you know, quick deadlines... To bring projects to fruition quickly. I think that there's a lot of satisfaction in that.”

Difficult conversations. The Skyline College community spends much of its time working on initiatives to provide the best educational opportunities for the college's students. With the “all hands on deck mentality” and cross-divisional collaboration engrained in the culture of the college, there are times when difficult conversations need to occur between colleagues, managers and subordinates, and between administrators and faculty. John described the skills that the managers at Skyline College have developed in this area:

I think we're a leadership team that isn't afraid of confronting the hard realities and the data that shows where we need to get better at, and at the same time willing to have those conversations with our faculty and staff about how we get better considering the literature in the field and best practices across the country.

Grace believes the ability to comment upon and affect the outcome of planned changes in other areas of the college is rooted in the college's “students first” philosophy:

It is nice to be able to simply ask, you know, is this [change] serving students? And if we see that there's some complications with that, typically that question is enough to make the change necessary. And so I like that. I like that efficiency of it. I like my colleagues and I love my faculty, because I think that all of the things I've been describing about the

environment, you know, the faculty bring all of that as well. So, I find this to just be a really satisfying place to work in that regard.

Promising Practices

Skyline College was one of ten of the 15 colleges included in the CCC BA Degree Pilot Program that was able to meet the 18-month time frame set for offering their baccalaureate degree in fall 2016. At the time these interviews took place, there was also pending legislation (Senate Bill 769) that would extend the sunset date for the CCC BA Pilot Program and add 10 districts to the pilot program. While the legislature ultimately did not approve SB 769, interview subjects shared their thoughts on promising practices for other community college districts just starting the development and implementation process for a baccalaureate degree. The majority of the responses centered around three themes: (a) knowing the capacity of the college to take on such a large undertaking as the addition of a baccalaureate degree; (b) using existing knowledge and resources, and (c) being inclusive early in the process so that people are supportive and invested in the degree being offered to the college's students.

Know the college's capacity. The implementation of the Respiratory Care BA degree was a very time intensive effort that required the allocation of many hours of staff time and college resources. As Grace said, "We're typically over committed and work hard to make something come together quickly." Even with the experience gained from working on many initiatives at a fast pace, administrators and faculty at Skyline College were still challenged to implement the Respiratory Care degree by fall 2016. In describing the large amount of time involved in her area to complete their part of the Respiratory Care BA degree implementation, Cheryl said:

I think that's why a lot of schools decided to wait until the [20]17-18 [school] year to start because it really was a whole timing thing. It wasn't just, "We're going to offer this

program...we'll be able to do this now.” There's always so many different things and pieces to this that you have to build into the system and update.

Scott discussed his thoughts about districts needing to be realistic about the time and resources it will take to implement a baccalaureate degree, and the need for districts to realistically evaluate the capacity of the college to allocate those resources:

This is something where the college must be immediately responsive to start that work during the application phase where the committee is formed as part of developing the application so that everybody understands what it would mean in the expectation that it gets approved. It is a lot of set up and I don't want to minimize the amount of work at the operational level that has to take place, so again the college has got to be ready for that - especially if they aren't used to it.

Use existing knowledge and resources. The state Chancellor's Office paired up programs at different colleges throughout the state so that they could collaborate as each college worked to implement its baccalaureate degree program. Skyline College was paired with Modesto Junior College, but quickly outpaced that college in terms of its capacity to move forward with the degree, and thus looked to other 4-year universities for guidance. Kari said, “Whenever you're trying to put together curriculum very quickly, one of the things that's really important is that you don't try to reinvent something that's out there.” Brett elaborated on how the criteria for upper division coursework was established:

That was largely adapted from what we found at other 4-year universities or to kind of synthesize and that really helped us. It's like a grading rubric you know, you go through, you look at your course outline and say does it or does it not need these points. Some of them are fairly general so it's kind of a discussion point at that point. That's one thing that I would definitely be happy to kind of pass along.

Be inclusive early in the process. Study participants suggested that having a baccalaureate degree steering committee early in the degree implementation process was crucial to Skyline College's success in having its Respiratory Care BA degree go live in fall 2016. Scott suggested that districts embarking on a baccalaureate degree should “start conceptualizing and

designing the entire program before you're even approved for it so you know exactly how you're going to roll it out." Brett added that faculty need to be brought in early in the process and districts need to know why they are offering a baccalaureate degree:

Make sure that your ...expert faculty are involved and that they understand exactly what is expected. You know, why do you need this baccalaureate degree? Obviously there's something that your AA [Associate of Arts] students don't know, so make sure that you get that in there and just go talk to your industry partners. In some ways it should be fairly clear. If there's clear needs for the degree, it should be clear what those needs are.

Summary of Findings

Study participants paint a picture in which President Regina Stanback Stroud and other leaders have created a transformational environment within which change is the norm and administrators and faculty appear to move almost effortlessly from new initiative to new initiative. Dr. Stanback Stroud and other leaders established a clear vision for the Respiratory Care BA degree and effectively communicated this vision to administrators and faculty. This was done so that everyone knew *why* the college was pursuing this degree and understood the importance of it to the college's students. Executive management at the college was also supportive of the work done by the BA Steering Committee, and allocated resources effectively to support the implementation of the Respiratory Care BA degree. Authority was delegated where appropriate, and administrators and faculty were kept in the loop regarding the progress of the project. This resulted in administrators and faculty taking ownership of bringing the degree online by fall 2016, leading to greater motivation and engagement.

A team approach is utilized almost exclusively at Skyline College for change initiatives, and there is a process in place so these teams can be pulled together quickly to work on new initiatives. The shared values of "students first" and social justice allow for a commonality of purpose across all departments and divisions. In addition, these shared values further motivate

the team by providing the answer to the question, “Why are we doing this?” The team approach and cultural norm of cross divisional collaboration and collegiality enables all new initiatives to be viewed holistically, and evaluated in terms of how they fit within the context of the college as a whole. This has the added value of giving everyone a seat at the table and an opportunity to be heard. There is an understanding that having the opportunity to have a say does not necessarily translate to something being done exactly the way a study participant might want it to be done. It does, however, promote a sense of engagement and ownership because study participant know they were listened to and taken seriously - even if the final decision did not go their way.

Over the years, the college has looked to past successes for guidance on how to implement new initiatives, and has developed processes and procedures that support the implementation of innovative initiatives. There have been so many new programs and initiatives at Skyline College that, in many ways, the Respiratory Care BA was just one more initiative. This is not to imply that the degree was not important, for it definitely *was* a high profile, top priority from March 2015 to fall 2016 when the first upper division classes were offered. After this point, it was replaced by another top priority initiative, the Guided Pathways initiative. The ability of administrators and faculty to focus on one major initiative after the other is supported by the policies and procedures of a college that is well run at all levels, skills that have been developed by college employees over the years that make taking on new initiatives easier for them (“practice makes perfect”), and the motivation that comes from the shared value that everything is done to better serve the students of Skyline College.

Results and Interpretations

The four themes and multiple subthemes emerging from the intrinsic case study of the implementation of the Respiratory Care BA degree at Skyline College were analyzed in the

previous section of this chapter. This section provides a discussion and analysis of these findings from the perspective of the theoretical framework established in the literature review in Chapter 2. There were four themes identified in the previous section: (a) strong leadership; (b) transformational environment; (c) culture of innovation; and (d) promising practices. These four themes form the basis for the success of Skyline College in its successful implementation of the BA, and frame the following analysis of the results and the author's interpretation of the data. These findings and interpretations will in turn provide the basis for the conclusions reached and recommendations offered in Chapter 5.

Result One: The approval for community colleges to offer baccalaureate degrees is often a result of the alignment of several factors rather than a slow, deliberative process.

Ruud et al. (2010) found that the adoption of a community college baccalaureate degree is either the result of a slow deliberative process or, alternatively, several factors aligning at once, including a recognition by lawmakers of a need for higher baccalaureate degree attainment, a favorable political environment, and favorable education policies. These three elements were in place when the California legislature approved the CCC Baccalaureate Degree Pilot Program via SB 850 (2014).

The legislature had identified the need for 1.1 million additional baccalaureate degrees in California by 2020 in order to have a competitive workforce, and the identification of this need helped to create bipartisan support for the passage of SB850 (San Diego Continuing Education, 2014). Ruud, Bragg, and Townsend (2010) found that many states approved baccalaureate degrees for their community college systems in recognition of the necessity to increase baccalaureate degree attainment and to meet workforce needs. In addition, Ruud et al. (2010) found that the community college baccalaureate degrees are often more palatable to state legislatures and other policy makers when they are established as part of a pilot program with

clear standards and deadlines. The bipartisan support for SB 850 in the California legislature may have resulted, in part, because SB 850, in authorizing baccalaureate degrees for California Community Colleges, did so as a pilot program, requiring the Legislative Analyst's Office (LAO) to conduct a formal evaluation of the pilot program, and setting a sunset date for the program unless it was formally extended by the legislature (California State Senate Bill 850, 2014). The bill requires the LAO to provide an interim evaluation to the legislature by July 1, 2018, and a final report of outcomes by July 1, 2022. The importance of having a favorable political environment for approval of community baccalaureate degrees was demonstrated by the fact that only three years after the passage of SB 850, Senate Bill 769, which would have extended the sunset date for the CCC Baccalaureate Degree Pilot Program to July 1, 2020 and added 10 districts to the pilot program, ultimately lacked support to move out of committee during the 2017 legislative session.

SB 850 also enjoyed support from the business community due to its emphasis on educating workers to meet workforce needs (San Diego Continuing Education, 2014). Carneval, Smith, and Strohl (2013) project that 35% of all jobs will require a baccalaureate's degree by 2020. As was the case with 21 other states with community college baccalaureate degrees, the CCC BA Pilot Program is one way that California will meet the need for increased baccalaureate degree attainment and workforce shortages (Ruud et al., 2010).

The CCC Baccalaureate Degree Pilot Program was also approved during a time of favorable education policies. Since his election in 2012, California Governor, Jerry Brown has been very focused on education policies that target bringing the educational achievements of underrepresented student populations in line with other student populations at the K-12 level (Lin, 2016). Governor Brown's support of SB 850 is consistent with this longstanding position,

because the California Community Colleges typically serve more at-risk and underrepresented students than their 4-year counterparts, and a community college baccalaureate degree may provide access to higher education for students who may otherwise not have the opportunity to pursue education beyond the community college level (Complete College America, 2011; Davis, 2012; McKinney et al., 2013). Townsend (2007) also found that community college students often have geographic and financial barriers to attending 4-year colleges and universities. In approving SB 850, the California Legislature specifically stated that a reason for doing so was so that “Community colleges can provide a quality baccalaureate education to their students, enabling place-bound local students and military veterans the opportunity to earn the baccalaureate degree needed for new job opportunities and promotion (California State Senate Bill 850, 2014, p. 2).

Study participants clearly were excited about the access provided to a relatively low-cost, 4-year degree by the Respiratory Care BA for Skyline College’s students, without their having to move out of the community, and for them to be able to continue working while completing their degrees. The themes of social justice and equity -- providing equal opportunities for minority students and those from lower-socio-economic backgrounds -- were a constant across all 15 interviews. As Mary noted, the Respiratory Care BA degree may be “life changing” for many students, particularly minority students and those from low-income backgrounds. This is because they would not otherwise have the opportunity to pursue a 4-year degree were it not for the baccalaureate degree offered at Skyline College. Study participants described a college poised to take advantage of the favorable political environment and educational policies. This extended even to having Chancellor Galatolo advocating for the community college baccalaureate degree at the state level – such that Skyline College could have submitted an application for the

Respiratory Care BA degree as much as a year earlier had the opportunity been available at that time.

The implementation of the CCC BA Degree Pilot Program followed a path similar to that taken in other states to increase degree attainment and meet workforce needs in a cost effective manner. Through the LAO's evaluation efforts, the pilot program will provide California's policy makers a useful barometer as to whether and when conditions are favorable to consider the expansion of the CCC BA Degree Pilot Program. At the community college level, a college interested in implementing a baccalaureate degree program may want to monitor their state's current political and economic climate, for these factors are two of the most influential in persuading decision makers to approve community college baccalaureate degree programs.

Result Two: Strong leaders promote a cohesive campus culture wherein clear policies and procedures empower administrators, faculty, and staff to take ownership of change initiatives.

The implementation of a baccalaureate degree on a community college campus is a substantial change that will require the "all hands on deck" mentality that administrators and faculty at Skyline College brought to bear when developing and implementing the Respiratory Care BA program (Eddy, 2003; Lukes, 2014). Developing this cohesion relies on leadership to successfully share the vision for the program – the strategy and vision for inclusion of the degree within the context of the college as a whole – with the college community and external stakeholders (Eddy, 2003; Lukes, 2014). Matheny and Conrad (2012) said that leaders create a shared vision for the organization by becoming "zealots for their institutions and those whom they serve..." and affect changes to the culture by modeling the attitudes and norms of the organization and by becoming its "chief storyteller" (p. 122).

It was very clear from the interviews that administrators and faculty at Skyline College shared a common vision for the Respiratory Care BA program, largely communicated to them by President Regina Stanback Stroud, including her expectations that all submittals and approvals would occur in time for the college to offer the first upper division courses in fall 2016. The role of program advocate or chief story teller about the Respiratory Care BA degree appeared to shift depending upon the phase of the degree implementation or level of government addressed (Matheny & Conrad, 2012, p. 122). Prior to the approval of SB 850 by the legislature, Chancellor Galatolo and President Stanback Stroud were both fulfilling the role of program advocate with the Chancellor primarily advocating for approval of the community college baccalaureate degree at the state level and President Stanback Stroud advocating for the degree to the college community and industry stakeholders. Once the Respiratory Care BA was approved for participation in the pilot program, the role of cheerleader and advocate for the degree appeared to pass to Dean Hernandez as he led the BA Steering Committee in the implementation of the degree. Study participants referred often to the leadership provided by Dean Hernandez as one of the reasons for the college's successful implementation of the Respiratory Care BA degree within the 18-month time frame. Regardless of who was fulfilling the role of program champion, study participants reported feeling consistently supported by President Stanback Stroud and Dean Hernandez.

Many community colleges create committees or taskforces early in the process of developing baccalaureate degrees (McKinney & Morris, 2010). Such teams increase the likelihood of the college's success in developing and implementing the baccalaureate degree because they bring together diverse perspectives in a collaborative effort, utilize the shared knowledge of the college community in the planning and implementation of the degree, and

result in better decisions (Brown, 2009; Kurland, 2013). Cloud (2010) also found that leaders were successful in creating a transformational environment when they tasked employees with identifying and solving organizational issues. Eller, Martinez, Pace, Pavel & Barnett (1999) found that a flatter team structure led to team members feeling more empowered and engaged. The baccalaureate teams or taskforces also provide an opportunity for issues to be brought forward, and to keep the team consistently updated, leading to team members taking more ownership of decisions (Coburn, 2003; Eller et al., 1999). McKinney and Morris (2010) concluded that such transparency avoids surprises that can derail planning efforts later for new initiatives later in the process.

The BA Steering Committee was created soon after the approval of the Respiratory Care BA degree by the state Chancellor's Office. Throughout the interviews, members reported that participation on the BA Steering Committee helped them to feel supported, and to feel that they were being kept in the loop on the progress of the Respiratory Care BA degree. Study participants also said that the BA Steering Committee structure was relatively flat, which allowed for all levels of administrators and faculty to voice issues and concerns in what they described as a safe environment, resulting in feelings of engagement. Administrators and faculty at Skyline College were very invested in bringing the Respiratory Care BA degree to fruition, with each taking ownership of their part of the effort, as well as the whole initiative, as part of the team.

Result Three: A cohesive environment can respond effectively and rapidly to change.

Administrators and faculty at Skyline College operate in a very cohesive environment due to the emphasis on cross-divisional communication and collaboration, and the resulting shared values created throughout the organization (Kurland, 2013). As Grace said, "students

first” is a closely held value at Skyline College, which allows the college community to work together for the common good. Skyline College elected to offer the Respiratory Care degree first to provide Skyline College’s students access to 4-year degrees and beyond, in keeping with its “students first” mantra, and secondly, to meet the needs of the respiratory care industry in the community. This is in keeping with the findings of McKinney, Scicchitano, & Johns (2013), who reported that the key reasons most community colleges decide to offer baccalaureate degrees are to increase access for students to 4-year degrees, and to meet unmet local community needs. Baker and Baldwin (2015) also noted that changes implemented by colleges and universities are often motivated by the changing demands of the environment and the needs of their communities.

Furthermore, Kari discussed the college’s long tradition of cross-divisional communication and collaboration, such that different levels of administrators, faculty, and staff are consistently working on new initiatives or solving problems for the college, including the Respiratory Care BA degree. John discussed the college’s very intentional creation of integrated initiatives to better serve students by addressing issues from multiple perspectives. Nathan described the ability for the college community to communicate as being critically important for moving forward quickly on the implementation of the Respiratory Care BA degree. Massey, Locke, and Neuhard (2009) concluded that Indian River College was successful in fast-tracking the implementation of nine community college baccalaureate degrees over an 18-month period, largely due to the college’s previous multi-year efforts to improve communication and collaboration, and to foster innovation.

Coburn (2003) found that the implementation of a baccalaureate degree at a community college will require changes in attitudes and the organizational culture, and that the

implementation will be more successful if those involved feel they are part of the change rather than feeling as if the change is being imposed upon them. New initiatives to better serve students are so common at Skyline College that change has become part of the college culture. While the Respiratory Care BA program was understood to be a top priority for the college to better serve students, it was also “in some ways...just another program” (Jen). However, without exception, every study participant expressed pride and excitement to be involved in the implementation of the baccalaureate degree - despite the tight timeline creating large workloads for everyone involved. Therefore, there did not appear to be a need for changes in employees’ attitudes, as they were already working in a transformational environment in which change and adapting to change are commonplace. Nor did the institutional culture have to change, for the college has long had a culture of change and transformation, and new initiatives are regularly undertaken in the pursuit of better serving the college’s students.

In terms of taking ownership of changes, administrators and staff at Skyline College are encouraged by President Stanback Stroud and other members of the executive team to take ownership for their part in the implementation of new initiatives. According to Grace, on a practical level, this has resulted in teams taking ownership for the successful completion of initiatives. Speaking about the Respiratory Care BA degree, Grace said, “we have agreed to take ownership of this and we're going to get this thing done.” The BA Degree Steering Committee took ownership of developing and implementing the degree by fall 2016, involving people from all departments with a part in the degree development and implementation.

The literature suggests that the combination of shared values, cross divisional communication and collaboration through the degree development and implementation process, and the willingness of administrators and faculty to take ownership of the baccalaureate degree

initiative all contributed to Skyline College's success in offering the degree by fall 2016 (Coburn, 2003; Kurland, 2013; Massey et al., 2009). Of the 15 colleges included in the CCC Baccalaureate Degree Pilot Program, 14 initially expected to go live with their degrees by fall 2016. Skyline College was one of ten colleges that successfully implemented their baccalaureate degree within the 18-month timeframe.

Result Four: The innovative process at Skyline College aligns with that of a design thinking model of change.

Study participants consistently described the environment at Skyline College as being one of constant change, and one where there is always another new initiative. In various ways, they also described the development and implementation of the Respiratory Care BA degree as “building a bike while riding it” (Mary) or putting a program together as quickly as possible and that if “things just don't work...you have to shift them or come up with an alternate assignment” (Cathy). The concept of rapidly developing and implementing the Respiratory Care BA program, or in effect building a prototype, and fixing issues as they come up, is foundational to the design thinking model of change (Brown, 2009).

Administrators and faculty rarely work in silos on new initiatives at Skyline College, rather, they work across divisions. This was also the case with the BA Degree Steering Committee. The BA Steering Committee had a diverse membership with people brought on at various phases of the degree development and implementation process, depending upon when their expertise was required. Brown (2009) touted teams with diverse memberships as an excellent way to brainstorm solutions to problems, spark creativity, and encourage innovation. Brown also observed that it was helpful if team members include subject matter experts and had experience in collaborating with colleagues. Eller, Martinez, Pace, Pavel, & Barnett (1999)

found that the membership of baccalaureate degree task forces and teams has traditionally been very diverse in terms of “positions, perspectives, and racial or ethnic backgrounds” (p. 1).

Saloner (2011) suggested that teams with diverse memberships foster creativity. However, he also viewed the team’s ability to collaborate while setting aside preconceived ideas and other biases as being critical to the creative process. Puccio, Mance, & Murdock’s (2011) Creative Problem Solving model also emphasizes teams with diverse memberships utilizing a divergent thinking process for problem solving – brainstorming a list of potential problem solutions without evaluating their potential – to enhance creativity. Convergent thinking processes are then used to evaluate the list of solutions, select those with the most potential, and develop actions plans for implementation of the chosen solutions (Puccio et al., 2011). Since Skyline College had no experience with baccalaureate degrees, it appeared committee members were able to take an unbiased approach to implementing the Respiratory Care BA degree. Although there was no indication from study participants that the BA Steering Committee consciously used the divergent thinking process methodology, they were clearly developing and implementing the Respiratory Care BA degree quickly and fixing issues as they arose or, in other words, “building a bike while riding it” (Mary).

The cross divisional team approach embedded in the culture of Skyline College is consistent with Brown’s “all of us are smarter than any of us” approach (2009). The BA Degree Steering Committee was used to identify the steps that needed to be taken to develop and implement the Respiratory Care BA degree by fall 2016, identify problems or issues in implementing the degree, and discuss potential solutions (Brown, 2009; McKinney & Morris, 2010; Puccio et al., 2011; Saloner, 2011). Members were brought onto the committee as their expertise was required, and study participants reported they felt included in the process,

informed, valued, and invested in the college's success in offering the degree (Coburn, 2003; Eller et al., 1999; Kurland, 2013). Employees in organizations that are more inclusive and that encourage employee participation tend to be more engaged and collaborate better with co-workers when forming relationships that "make[s] or break[s] success" in an organization (Seiler & Kowalsky, 2011, p. 60; Shore et al., 2011). Furthermore, while Dean Hernandez led the BA Steering Committee meetings, administrators and faculty reported that there was no rank at the table, everyone had an opportunity to be heard, and everyone was kept informed. According to Eller et al. (1999), this type of flat organizational structure may contribute to the feelings of engagement among team members working on any kind of project, and thus, the use of such a structure may well have contributed to the ultimate success of the Respiratory Care BA degree.

Skyline College displayed a willingness to seek input from stakeholders in the community in numerous ways – such as by taking advantage of the strong ties to the respiratory care industry, and by looking to other 4-year institutions for assistance in developing curriculum - all of which helped to ensure the successful development of the Respiratory Care BA program. Eller et al. (1999) noted that collaboration results in teams that are not only more creative and innovative - but also more likely to be successful. The President's Advisory Committee also helped to cast a wide net to bring in people with expertise in respiratory therapy, and who knew where the college could find needed information. Floyd and Arnauld (2007) stressed the importance of community colleges working with their communities to ensure planned baccalaureate degrees will meet unmet local needs. Likewise, Bemmell, Floyd, & Bryan (2009) suggested that community colleges benefit from collaborating with nearby 4-year colleges and universities. As Keri noted, not having to "reinvent the wheel" aided the college in being able to develop a curriculum in time for the fall 2016 implementation.

While Brown (2009) described the process as being more like an invention for which a prototype is made and tested, and then improved upon in the next prototype, the progress made on Skyline College's Respiratory Care BA degree was more linear in nature. The college, and the BA Degree Steering Committee, started with ideas about the way in which the degree implementation should go, encountered problems or roadblocks along the way, and adjusted the process accordingly to reach the goal of offering upper division coursework in fall 2016. In this way, the degree development and implementation process very closely aligned with the design thinking model for change. Furthermore, the entire CCC BA Degree Pilot Program itself, however inadvertently, also has the attributes of a design thinking change model in that it was set up very quickly and will likely require revisions depending on the results of the Legislative Analyst's Office's (LAO) evaluation of the pilot program by July 1, 2022. Per SB 850, the LAO review will include an evaluation of the extent to which workforce needs were identified, the employment and job placement of graduates from a CCC BA Degree program, the success in serving underserved communities, and the costs of the program. The LAO will also recommend to the legislature "whether and how the statewide baccalaureate degree pilot program can or should be extended and expanded" (California State Senate Bill 850, 2014, p. 91).

The Respiratory Care BA program was one of many initiatives undertaken by Skyline College to better serve the college's students and community. Senge (2009) suggested that the basis for sustainable change is the process of looking at an organization holistically to see how the change fits within the whole, or what he termed "systems thinking." Over a period of years of successfully implementing these various initiatives, the college has developed a system for success that includes cross divisional teams working on problem solving, viewing the issue holistically for how it fits within the existing programs and services of the college, adapting to

obstacles that were encountered, and developing solutions to the college's problems. The success of the Respiratory Care BA degree implementation will further reinforce this system of success that so closely aligns with a design thinking model of changes to the benefit of future initiatives.

Summary

Chapter 4 provided a detailed analysis of the implementation of the Respiratory Care BA degree at Skyline College, and organized the themes and subthemes found during the 15 interviews conducted for the case study. The findings were then interpreted in relationship to the theoretical constructs established in the literature presented in Chapter 2. These findings and interpretations will provide the foundation for the study conclusions and recommendations discussed in Chapter 5.

Chapter 5: Conclusions and Recommendations

Introduction

The purpose of this case study was to explore the processes, policies, and procedures developed and used, the challenges faced, and the promising or emerging practices identified by community college administrators and faculty during the establishment of a baccalaureate degree program on a community college campus in California. Further, the study sought to examine, through the lens of a design thinking model of change, the leadership provided by senior management and the perceived changes that occurred at the institutional level during the implementation of the baccalaureate degree program. The intent of the study was to develop a comprehensive understanding of the implementation of the Respiratory Care Baccalaureate (Respiratory Care BA) degree at Skyline College from the different perspectives of the research participants. The different perspectives of study participants could be integrated with other data sources to triangulate data to form an accurate picture of the degree implementation, the type of leadership used during the degree development and implementation process, and the impact of the degree on the college community (Stake, 1995; Yin, 2014).

Fifteen administrators and faculty took part in the study, including the President of Skyline College, Dr. Regina Stanback Stroud. The other subject participants included 10 administrators and four faculty members. Interviews were conducted in person or remotely by phone or video conferencing. The interviews yielded four major themes that, in tandem with the literature presented in Chapter 2 of this study, can perhaps offer Skyline College insight into the implementation of the Respiratory Care BA degree at Skyline College. These four themes are: (a) strong leadership, (b) transformational environment, (c) culture of innovation, and (d) promising practices.

Conclusions

To better understand the implementation of the Respiratory Care BA degree at Skyline College, the following research questions were used to guide this study:

1. What were the processes and procedures supporting the implementation of the baccalaureate degree program at Skyline College in California?
2. How did the leadership approach of Skyline College's senior administrators influence the experiences of others involved in the development and implementation of the baccalaureate degree program at Skyline College in California?
3. What are the promising and emerging practices that support the implementation of a baccalaureate degree program at a community college in California?

Research Question 1: What were the processes and procedures supporting the implementation of the baccalaureate degree program at Skyline College in California?

In terms of formal processes and procedures, Skyline College has very robust, and entrenched, shared governance processes that enabled the college to quickly assemble the Baccalaureate Degree Steering Committee (BA Steering Committee) and subcommittees to work on the many components of the Respiratory Care BA degree that needed to be completed before the degree could go live in fall 2016. The shared governance tradition is further displayed in the existing processes and procedures of Skyline College. Faculty and administration often noted that the college is well run at all levels, and administrators and faculty know where to go for help and resources.

In terms of informal processes, Skyline College has a long tradition of, and high expectations for, cross-divisional collaboration and collegiality. In the case of the Respiratory Care BA, this meant that administrators and faculty were able to work outside the silos of the organizational chart, communicate in a civil manner even in times of high stress, have difficult

conversations about problems with the implementation of the degree, and solve problems quickly. The BA Steering Committee was also kept updated on the progress of the Respiratory Care BA degree implementation, allowing the committee members to feel engaged and motivated, and, therefore, resulting in them taking even more ownership for the success of the degree.

Skyline College's informal "all hands on deck" process for new initiatives also supported the implementation of the degree. The broad range of staff working on the implementation resulted in the Respiratory Care BA degree being implemented, with many perspectives offered and within the context of the entire college rather than as a stand-alone degree implemented by a single department within the college. These procedures had the additional benefit of administrators and faculty feeling supported as they worked on their individual pieces of the Respiratory Care BA puzzle. No one felt isolated or alone, so problems and roadblocks were resolved and cleared by the team rather than by one person being expected to know the answer.

Research Question 2: How did the leadership approach of Skyline College's senior administrators influence the experiences of others involved in the development and implementation of the baccalaureate degree program at Skyline College in California?

President Regina Stanback Stroud clearly communicated to the college administration and faculty the importance of the Respiratory Care BA degree for students who may not have other avenues to a 4-year degree. She also placed the need for the Respiratory Care BA degree within a social justice framework. By doing this, she clearly established the sense of urgency and answered the "why" questions: (a) "why are we doing this in such a short time?" and (b) "Why are we working so hard?" The success of President Stanback Stroud's communication with the college community is evidenced by the fact that study participants, without exception, expressed pride and satisfaction in the successful implementation of the Respiratory Care BA degree. They

did so even as they simultaneously acknowledged the intense and often overwhelming workload associated with bringing the degree to fruition.

President Stanback Stroud also promoted a cohesive campus culture by sharing her vision for how the Respiratory Care BA program would fit within the context of other programs offered by the college, and how the success of the program would “shine” on all of Skyline College, not just those actively involved in implementing the program.

After this, Dean Hernandez then picked up the ball at the campus level and became the leader of the BA Steering Committee, the person charged with developing and implementing the baccalaureate degree. In that role, Dean Hernandez, the director of the Respiratory Care program, also became the chief program advocate and motivator for administrators and faculty throughout the 18-month process until the first upper division classes were offered in fall 2016. Throughout the implementation process, faculty and administrators consistently reported feeling motivated and supported by both President Stanback Stroud and Dean Hernandez.

Research Question 3: What are the promising and emerging practices that support the implementation of a baccalaureate degree program at a community college in California?

Skyline College was one of ten of the 15 colleges participating in the CCC BA Degree Program that was successful in implementing their baccalaureate degree by fall 2016. Fourteen districts intended to start offering upper division classes by fall 2016, but only 10 were successful. The one remaining district planned to go live with their baccalaureate degree in fall 2017. Given Skyline College’s success, each interviewee was asked to describe any promising practices Skyline College had adopted they would recommend to other California community colleges considering the implementation of a baccalaureate degree. The majority of the responses centered around three themes: (a) knowing the capacity of the college to take on such a large undertaking as the addition of a baccalaureate degree, (b) using existing knowledge and

resources, and (c) being inclusive early in the process so that people are supportive and invested in the degree being offered to the college's students.

Administrators and faculty at Skyline College were very confident of their ability to meet the 18-month deadline for fall 2016. This was because the college has a history of implementing new initiatives quickly. As discussed in the previous section, they are known, and view themselves, as an innovative campus with processes and procedures in place and unique skill sets that support their ability to successfully implement new initiatives such as the Respiratory Care BA degree. Therefore, Skyline College is a campus that knew its capabilities going into the development and implementation of the Respiratory Care BA degree. Study participants recommended that other colleges evaluate the capacity of their institutions to do what is necessary in terms of increased communication, collaboration, and workload to implement a baccalaureate degree.

Study participants also suggested using existing knowledge and resources where possible – no reinventing of the wheel! For example, the development of curriculum is often the most difficult part of implementing a baccalaureate degree at a community college. Rather than trying to reinvent the curriculum from scratch, Skyline College faculty reached out to other 4-year universities. The state Chancellor's Office also followed this practice by pairing up colleges with the same baccalaureate degrees (to the extent possible) so that they could learn from each other.

Lastly, study participants recommended that colleges be inclusive of all stakeholders in the process as early as possible – bring as many people into the planning process as want to be involved even before the degree is approved. It will also be valuable to –formulate – and articulate - a clear vision of how the degree will fit within the college - and the steps that will

need to be taken to gain approval from the Chancellor's Office and the Accrediting Commission for Community and Junior Colleges. Doing so will help plan the workload over the time available until the degree goes live. Having diverse perspectives from throughout the college on board early in the process can help avoid mistakes that might otherwise derail the planning process if not discovered until it is too late. This not only includes the views of internal stakeholders, but also those of external stakeholders, particularly industry partners. Having industry partners involved in the development and implementation of the baccalaureate degree will ensure that graduates from the degree program will meet industry needs, a primary reason a community college needs to offer baccalaureate degrees.

Recommendations

Skyline College successfully developed and implemented the Respiratory Care BA degree within 18 months of the degree being approved in the CCC Baccalaureate Degree Pilot Program. As the program welcomes its second class of students at the junior level and its first senior class, the college continues to evaluate the program and identify problem areas and potential solutions. While the recommendations made to an institution that is operating at such a high level are modest, the following recommendations are offered - not only for the benefit of Skyline College - but also for other community colleges that may be contemplating offering baccalaureate degrees.

Continue to promote creative problem solving and the use of prototypes to address Skyline College's needs.

Skyline College's long-standing approach of assigning cross-divisional teams to new initiatives placed the college in a good position when it came to developing and implementing the Respiratory Care BA degree. The college's administrators and staff already have much experience in working together to solve the college's problems, whether they are small

departmental issues or major policy initiatives like the Respiratory Care BA degree. This approach has resulted in a campus that is very innovative and creative in its approach to problem solving. Skyline College should continue to use this approach to problem solving, and, to the extent they are not consciously following the prototyping or other aspects of the design thinking model of change, may want to further explore this model. In conjunction with what they are already doing in this area, a further focus on prototyping and refining processes, policies, and procedures to further support innovation may result in even greater problem solving abilities.

Ensure the assessment plan for the respiratory care BA program contains all necessary data.

Skyline College will need to evaluate the Respiratory Care BA program to meet accreditation requirements, Chancellor's Office and legislative requirements, and the college's own need for data to further improve practices and procedures. Given the college's proactive approach to developing the Respiratory Care BA program while the ACCJC and Chancellor's Office were still developing the rules and regulations, there is no question the college will meet accreditation and state reporting requirements. However, it is important that Skyline College build its own data needs into the assessment plan, for that information is crucial for continuous improvement of the Respiratory Care BA program. Furthermore, the tracking of student data – how many students started and how many completed the program, job and salary information – will be very important - not only for marketing the Respiratory Care BA program to future students, but also for the evaluations to be done by the Legislative Analyst's Office in 2018 and 2022.

Recommendations for Future Research

This is a case study of the implementation of the Respiratory BA degree at Skyline College, a bounded system; so therefore, the results may not be applicable to all 15 of the

colleges participating in the CCC BA Pilot Program. A future study that focuses on one aspect of this case study across all 15 districts may have more applicability for systemwide conclusions, and for external applicability across a larger population. It would behoove the California Community Colleges system to encourage academic research of the CCC Pilot Program such that there is data available to augment and inform the Legislative Analyst's Report in July 2022. Focusing the research on the evaluation criteria outlined in SB 850 – including student outcomes (time to degree and completion rates, job placement and salaries, cost of the degree to students and debt levels upon graduation), trends in workforce needs, and baccalaureate degree program costs - would provide the legislature with information they can use when deliberating whether to keep and/or expand the authority of the California Community Colleges to offer baccalaureate degrees.

The need for research that focuses on outcomes for students enrolled in community college baccalaureate degree programs has an importance that extends beyond the data needed for the CCC Baccalaureate Degree Pilot Program. In reviewing the literature for this study, the researcher noticed a dearth of data for students enrolled in community college baccalaureate degrees, including time to degree and completion rates, job placement and salary information, data on the number of students continuing on to their master's or doctorate degrees, and other quantifiable data that can only be gathered through longitudinal research studies. While Barnett (2011) noted that graduates of Miami Dade College in Florida had a job placement rate of 95%, as compared to the 86% job placement rate of the state's university system, most of the literature available on community college baccalaureate degrees is still qualitative in nature. This body of literature is valuable for community colleges throughout the United States that need to understand why and how other community colleges have established baccalaureate degree

programs and, to a certain extent, may also help state legislatures as they decide whether or not to allow community colleges in their states to offer baccalaureate degrees. However, the LAO will be evaluating the CCC Baccalaureate Degree Pilot Program based on quantitative data, including trends in workforce needs and student outcomes. Having this data available from other states with community college baccalaureate degrees may help decision-makers in other states with their decision about whether to allow community colleges to offer baccalaureate degrees. Given that 47% of all jobs will require an associate's degree or above by 2020, with a bachelor's degree needed for 35% of all jobs by that year, it is crucial that decision makers have this information. This is because it seems inevitable that the nation's community colleges will need to be part of the solution for developing an educated workforce to help the United States remain competitive in a global economy.

Summary

The recommendations and conclusions resulting from this case study of the development and implementation of the Respiratory Care BA program at Skyline College are based on the experiences at one college, and as is the nature of a bounded study, will not be directly applicable to other situations. The selection of Skyline College was a result of geographic convenience of the researcher. However, following the hours of interviews, it became clear that Skyline College was no stranger to implementing change in support of its "student first" mantra, and that there was much to be learned by studying the manner in which the college effected change. The culture of each college is different, so the best practices identified at Skyline College will need to be considered in the context of each college's own culture and traditions. In an evaluation of its readiness to implement a baccalaureate degree, a community college will

need to have an honest self-assessment of their capacity to take on change, their success in college wide collaboration, and the clarity of the school's vision.

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Appendix A: Protocol: Single, Semi-structured Interviews

Research Question #1 – Process and Procedures

1. Describe your role at the college and your involvement in implementation of the baccalaureate degree program at the college.
2. Describe the planning, development, and implementation process your college went through to start offering the baccalaureate degree in fall 2016.
3. How closely did the baccalaureate degree planning, development, and implementation processes align with your college's shared governance process?

Research Question #2 – Subject Experience/Leadership

4. Can you share your personal experience during the process of bringing the baccalaureate degree to your college?
5. What factors do you think contributed to the College's decision to apply for inclusion in the pilot program and the degree chosen?
6. How would you describe the leadership style used to guide the college community from through the planning, development and implementation of the baccalaureate degree?
7. Who was involved in the planning, development and implementation of the baccalaureate degree at your college and what role did they play?
8. What was the role of faculty in the decision making process around the baccalaureate degree?
9. How receptive do you think the college community – students, faculty, staff, administrators - are to this change?

Promising/Emerging Practices

10. Did the college encounter criticism for participating in the baccalaureate degree pilot program and, if so, how did the college respond to critics?
11. Describe any significant challenges the college encountered during the planning, development and implementation of the baccalaureate degree and how they were resolved.
12. Describe promising practices the college adopted that you might recommend to other colleges considering the implementation of a baccalaureate degree program.

13. What impact, if any, do you think the 18-month timeline between approval for participation in the baccalaureate degree pilot program and the degree going live in fall 2016 might have had on the planning, development, and implementation processes?
14. Knowing what you know now, what could the college have done differently during the planning, development, and implementation processes?
15. Is there anything you think I should know about the baccalaureate degree pilot program that is not covered by the previous questions?

Supplemental Questions

16. What are your thoughts on the relationship between the CCC baccalaureate degree and the mission of the California community colleges?
17. Some have speculated that all community colleges in California will be authorized to offer baccalaureate degrees if the pilot program is successful. If this holds true, how do you see the community college baccalaureate degree fitting within the higher education landscape in California?

Appendix B: Email Participation Request

Dear XXX:

I am writing to invite you to be a participant in research study exploring the planning, development and implementation of the baccalaureate degree program at your college entitled: The California Community Colleges' Baccalaureate Degree Pilot Program: A Case Study of Baccalaureate Degree Implementation. This study is being conducted as part of my doctoral degree in Educational Leadership and Management at Drexel University and will fulfill my dissertation requirement. This study is being conducted under the supervision of Dr. Jose Chávez, Principal Investigator and dissertation Supervising Professor at Drexel University.

Participating in the study is completely voluntary and includes taking part in an interview that will be recorded. Your time commitment should be approximately **60** minutes. Any additional thoughts on the topic are welcome if you have the time to spare. I may also contact you with follow-up questions, if your schedule allows.

Please be assured all information from this interview is to be used only for dissertation purposes. At this time, it will only be published as part of my dissertation. All the information gathered will be kept confidential. There are no perceived risks involved with this research study.

If you consent to participate, please reply to this email, and I will provide day and time options that work with your schedule. I look forward to your contribution. If you have any questions, please do not hesitate to contact me.

Sincerely,

Susan Yeager

Appendix C: Consent to Take Part In a Research Study

1. Title of research study: The California Community Colleges Baccalaureate Degree Pilot

Program: A Case Study of Baccalaureate Degree Implementation

2. Researcher:

José Chávez, Ed.D, Principal Investigator, Clinical Professor and Program Director, Drexel University School of Education

Susan Yeager, Doctoral Candidate, Drexel University

3. Why you are being invited to take part in a research study

We invite you to take part in a research study because you participated in some way with the implementation California Community College Baccalaureate Degree Pilot Program within your division, program, college, or state agency.

4. What you should know about a research study

- *Someone will explain this research study to you.*
- *Whether or not you take part is up to you.*
- *You can choose not to take part.*
- *You can agree to take part now and change your mind later.*
- *If you decide to not be a part of this research no one will hold it against you.*
- *Feel free to ask all the questions you want before you decide.*

5. Who can you talk to about this research study?

If you have questions, concerns, or complaints, or think the research has hurt you, talk to either the Principal Investigator Dr. José Chávez at 916-213-6954 or email at jlc334@drexel.edu or Susan Yeager at 916-204-6823 or email scy33@drexel.edu.

This research has been reviewed and approved by an Institutional Review Board (IRB). An IRB reviews research projects so that steps are taken to protect the rights and welfare of human subjects taking part in the research. You may talk to them at (215) 762-3944 or email HRPP@drexel.edu for any of the following:

- *Your questions, concerns, or complaints are not being answered by the research team.*
- *You cannot reach the research team.*
- *You want to talk to someone besides the research team.*
- *You have questions about your rights as a research subject.*
- *You want to get information or provide input about this research.*

6. Why is this research being done?

The purpose of this research is to explore policies, and procedures developed and used, the challenges faced, and the promising or emerging practices identified by community college administrators and faculty in the establishment of a baccalaureate degree program. Further, this study seeks to study the leadership provided by senior management during the implementation of the baccalaureate degree program using the lens of a design thinking model of change

7. How long will the research last?

We expect that each participant's time commitment to be approximately 60 minutes. Interviews and focus groups are expected to be conducted between March and April 2017. Other data gathering activities will take place between March of May of 2017.

8. How many people will be studied?

We expect about that between 10-14 people to be involved in interviews. Another 4 to 8 people will be included in focus groups. Total participation will range from 14-22.

9. What happens if I say yes, I want to be in this research?

Prior to the start of your participation, Susan Yeager, the Co-Investigator will review the Consent form with you and gain your verbal consent to participate in this process.

You will be asked to participate in a one-on-one interview or focus group through email. You will interact with Susan Yeager, Doctoral Candidate at Drexel University School of Education.

The one-on-one interviews and focus groups will be held in a private office or meeting space located at the study campus or another convenient place for the interviewee or focus group. There is a possibility that interviews or focus groups could be conducted online via zoom.

The interviews and focus groups will be conducted during March and April 2017.

You will participate in either a 45 – 60 minute interview or focus group. During the session two digital recorders will be used to assure a verbatim record of the questions and responses.

To maintain your confidentiality, you will only be identified as a faculty, administrator, or staff member, with no relationship delineated to your division or college. This categorization will be used throughout the study on the recordings and in any transcriptions, analysis or reporting by this categorical label.

If you are contacted to provide a document for analysis, any documents with private or confidential information, including your name or any identifying information, will be redacted.

10. What are my responsibilities if I take part in this research?

Follow the investigator's or researcher's instructions.

Tell the investigator or researcher right away if you have a complication or injury.

11. What happens if I do not want to be in this research?

You may decide not to take part in the research and it will not be held against you.

12. What happens if I say yes, but I change my mind later?

- *You can decide whether or not to divulge the reason(s) for leaving from the study.*

- *You can withdraw from the research by sending an email to the researcher or her supervising professor, Dr. José Chávez.*
- *If any data has been collected from you it will be extracted from the study data.*

13. Is there any way being in this study could be bad for me?

There is no inherent risk to participation in this research study including physical, psychological, privacy, legal, social, or economic risk to the participants.

14. Do I have to pay for anything while I am on this study?

There is no cost to you for participating in this study.

15. Will being in this study help me in any way?

There are no benefits to you from your taking part in this research. We cannot promise any benefits to others from your taking part in this research.

16. What happens to the information we collect?

Efforts will be made to limit access to your personal information including research study records. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this organization. We may publish the results of this research. However, we will keep your name and other identifying information confidential.

17. Can I be removed from the research without my OK?

The person in charge of the research study or the sponsor can remove you from the research study without your approval. The only possible reason for removal would be if the study was cancelled.

18. What else do I need to know?

This research study is being done by Drexel University.

Signature Block for Capable Adult

Your signature documents your permission to take part in this research.

DO NOT SIGN THIS FORM AFTER THIS DATE →

Signature of subject

Date

Printed name of subject

Signature of person obtaining consent

Date

Printed name of person obtaining consent

Form Date

Appendix D: Protocol: Focus Group Interview

1. What was the thinking and strategy for involving the colleges as the Chancellor's Office was rolling the CCC Baccalaureate degree program out?
2. What are your thoughts now as many of the degrees have gone live as of Fall 2016?
3. Knowing what you know now, what would you have done differently?
4. Do you feel the right data is being collected from the colleges for the purpose of assessing the pilot baccalaureate degree programs?
5. Is there a need for more qualitative data to be collected?

Appendix E: Field Notes/Observations

Time and Date:

Location:

Event:

Interviewee (if applicable)

Interviewee Title

Notes:

Appendix F: Skyline College Leadership Standards of Excellence

COMMON VISION: The Convergence of Institutional Success and Student Success

Skyline College students will successfully define and reach their goals on-time.

FOUR STANDARDS OF LEADERSHIP

Lead with Integrity – Expect Excellence

Leading with integrity requires open and honest communication in an environment of transparency. Professionalism should be demonstrated in all efforts and interactions. Excellence is achieved in an environment that allows for risk, innovation, and creativity where what is seeded is given time to flourish, to promote a culture of continuous improvement. We expect excellence, from ourselves and from each other, and it is our responsibility to instill a sense of optimism even in the face of challenges.

Effectiveness

Effective leadership requires confronting the brutal facts, challenging assumptions, and using data to help guide us in our actions and decisions. Engaging in constructive dialogue and debate to challenge assumptions while assuming the best intentions of colleagues and peers is essential. Ultimately, effectiveness relies on a willingness to make difficult decisions in order to achieve results.

Act as a Team of Learners and Teachers

Acting as a Team requires us to acknowledge and engage each other in collaboration, to think independently while still acting with unity, and to equally value each member of the team. As a Team, we must also hold ourselves and each other accountable, and at the same time empower and support each other to achieve excellence.

Deliberate Focus

A deliberate focus is needed in order to move the College forward. Leaders must maintain a student centered focus, be disciplined and engaged in all settings, and think and act with clearly defined goals to achieve results. The leadership must continuously reinforce the College's commitment to social justice, equity and access. This requires us to think and act with passion, purpose, and humility, to be intentional and deliberate, and to know when to challenge the status quo.

Goals

- Skyline College will be the **number one community college in the state** where students who have been historically underrepresented in higher education have access to the high quality programs that will allow them to achieve their goals.
- Skyline College will be **the employer of choice** for faculty, staff and administration, attracting the most dedicated and talented minds.

Appendix F: Skyline College Leadership Standards of Excellence (continued)

- **Eliminate equity gaps in student success** by promoting a comprehensive understanding of systemic issues that impact student success and a commitment to addressing those issues.
- Skyline College will be regarded as the **most innovative college** in the district, region, state and nation.
- Skyline College will be the **central community resource** and **heart of the community** for arts, athletics, speakers, and other events.

As a result of our commitment to these goals:

- Placement rates into transfer level coursework in Math and English will increase by 50% for incoming students by the beginning of 2017-18 using multiple measures assessment.
- 75% of Skyline College students will achieve on-time degree and certificate completion, and/or transfer, according to their educational goal by 2020-21.
- Skyline College will be ranked among the Top Ten Great Colleges to work for based on the Chronicle of Higher Education.

Source: <https://skylineshines.skylinecollege.edu/uncategorized/skyline-college-leadership-team-adopts-standards-of-excellence/>